DOCUMENT RESUME

ED 412 682 EC 305 880

AUTHOR	Ramirez, Amy, Ed.
TITLE	Directory of Selected Early Childhood Programs, 1996-97.
INSTITUTION	National Early Childhood Technical Assistance System, Chapel Hill, NC.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	1997-00-00
NOTE	224p.; For 1993-94 directory, see ED 384 184.
CONTRACT	H024A60001
PUB TYPE	Reference Materials - Directories/Catalogs (132)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Agency Cooperation; Demonstration Programs; *Disabilities; *Early Childhood Education; *Early Intervention; Educational Innovation; Educational Legislation; Federal Aid; Federal Programs; *Grants; Infants; Inservice Teacher Education; Outreach Programs; Program Descriptions; Pupil Personnel Services; Research and Development; *Special Education; Staff Development; *Teacher Education; Technical Assistance; Toddlers
IDENTIFIERS	Individuals with Disabilities Education Act; *Office of Special Educ Rehabilitative Services

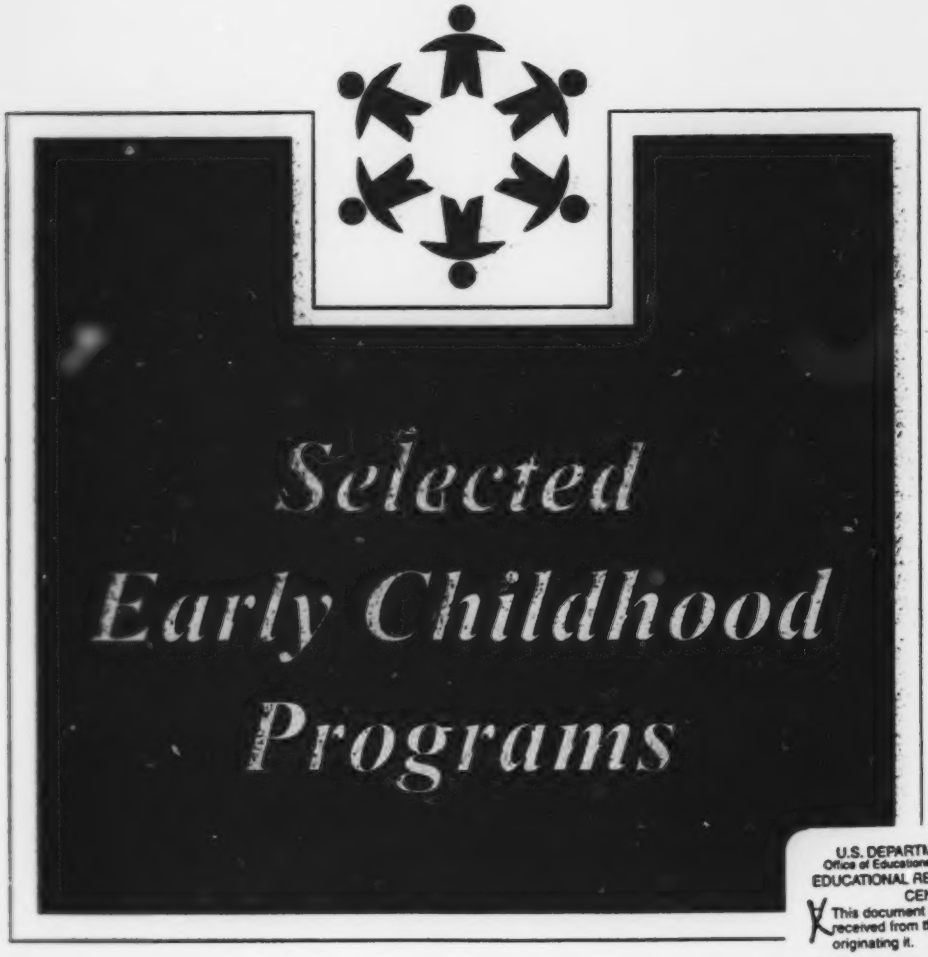
ABSTRACT

This directory lists selected early childhood programs sponsored by the Office of Special Education and Rehabilitative Services of the Department of Education. Introductory sections provide a user's guide, an overview, and a directory of addresses of key personnel and projects. The directory section then presents a state-by-state listing of projects and personnel in the following categories, the Early Education Program for Children with Disabilities (EEPCD), research grants, and personnel preparation grants. EEPCD project listings are subdivided into five categories: demonstration, inservice training, outreach, research institutes, and technical assistance. Within the research grant and personnel preparation listings, projects are organized by competition type. The directory section also lists key state personnel who administer the Preschool Grants Program (Part B, Section 619 of the Individuals with Disabilities Education Act), and the Program for Infants and Toddlers with Disabilities (Part H), as well as chairs of the State Interagency Coordinating Councils under IDEA. The section of project abstracts provides descriptions for each project, organized by program category and subcategory. Abstracts include the project's title; competition category; grant number; funding period; fiscal agency; contact information; and a description of target population, program purpose, and program activities. Another section lists research and personnel preparation grants by research grants and personnel grants. Two indexes list projects, first by program category and competition type and then by state or jurisdiction. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 412 682

1996–97 Directory of



Selected Early Childhood Programs

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

sponsored by
OSERS
Office of Special Education and Rehabilitative Services
U.S. Department of Education

produced by
NEC*TAS
National Early Childhood Technical Assistance System

EC 305880

BEST COPY AVAILABLE

1996–97 Directory of Selected Early Childhood Programs

Amy Ramirez, Editor

NEC*TAS
National Early Childhood Technical Assistance System
Chapel Hill, North Carolina

The National Early Childhood Technical Assistance System (NEC*TAS)

is a collaborative system, coordinated by the
Frank Porter Graham Child Development Center
of the
University of North Carolina at Chapel Hill

with

Federation for Children with Special Needs
Georgetown University Child Development Center
Hawai'i University Affiliated Program, University of Hawai'i at Manoa
National Association of State Directors of Special Education (NASDSE)
ZERO TO THREE: National Center for Infants, Toddlers and Families

For more information about NEC*TAS, please contact the Coordinating Office at:

500 NationsBank Plaza
137 East Franklin Street
Chapel Hill, NC 27514
(919) 962-2001 (voice)
966-4041 (TDD)
Fax: (919) 966-7463
E-mail: nectasta.nectas@mhs.unc.edu
World Wide Web: http://www.nectas.unc.edu

All information in this document is in the public domain. Readers are encouraged to copy and share this document, provided that a complete citation to NEC*TAS appears on each copy. Additional copies of this document are available at cost from NEC*TAS.

Current contact information for the EEPCD projects and for state Programs for Infants and Todlers with Disabilities and state Preschool Grants Programs is available at the NEC*TAS site on the World Wide Web.

This directory is produced and distributed by the National Early Childhood Technical Assistance System (NEC*TAS), pursuant to cooperative agreement H024A60001 from the Office of Special Education Programs, U.S. Department of Education. Contractors undertaking projects under government sponsorship are encouraged to express their judgment in professional and technical matters. Opinions expressed do not necessarily represent the Department of Education's position or policy.

Principal Investigator: Pascal Trohanis
Project Officer at OSEP: Peggy Cvach
Editor: Amy Ramirez
Contributors: Joan Danaher, Nancy Guadagno, Mary Shields, and Janie Ward-Newton

Contents

Preface and User's Guide v

Introduction ix

Directory of Addresses of Key Personnel and Projects
(alphabetically by state or governing jurisdiction) 1

EEPCD Project Abstracts *(abstracts of projects funded under the Early Education Program for Children with Disabilities (EEPCD))*

- Demonstration Projects 85
- Inservice Training Projects 102
- Outreach Projects 111
- Research Institutes 136
- Technical Assistance Center 139
- Index of Descriptors of EEPCD Projects 141

Research Grants

- Advancing and Improving the Research Knowledge Base Grants 147
- Field-Initiated Research Grants 147
- Initial Career Award Grants 150
- Policy and Program Evaluation Grants 151
- Prevention of the Development of Serious Emotional Disturbance Grants 151
- Prevention of Reading Difficulties Research Program Grant 151
- School-Linked Services to Support Better Outcomes Grant 151
- Special Studies Program Grants 152
- State Agency/Federal Evaluation Studies Grants 152
- Student-Initiated Research Grants 152
- Technology in Education Grants 153

Personnel Preparation Grants

- Infant/Toddler Personnel Grants 155
- Leadership Personnel Grants 163
- Low-Incidence Grants 166
- Minority Institutions Grants 167
- Parent Training and Information Centers (PTIs) 169
- Preservice Personnel Training Grants 176
- Related Services Personnel Grants 177

continued

Personnel Preparation Grants, ***continued***

Special Educators Grants 179

Special Projects Grants 181

State Education Agency Grant 183

Indexes

Index A: Index to Projects by Program Category 185

Index B: Index to Projects by State or Jurisdiction 197

Preface and User's Guide

Preface

This document, produced for the U.S. Department of Education by the National Early Childhood Technical Assistance System (NEC*TAS), is a directory of selected early childhood programs sponsored in 1996–97 by the Office of Special Education and Rehabilitative Services (OSERS). Included are project grants administered by the Office of Special Education Programs (OSEP) in OSERS that focus on policies, programs, and practices related to young children with disabilities. These include all grants funded under the Early Education Program for Children with Disabilities (EEPCD), selected grants focusing on research issues (Research Grants), and selected grants focusing on issues in personnel preparation (Personnel Preparation Grants). The Directory also lists key state personnel who administer the Preschool Grants Program (Part B–Section 619) and the Program for Infants and Toddlers with Disabilities (Part H), as well as chairs of the state Interagency Coordinating Councils (ICCs), under the Individuals with Disabilities Education Act (IDEA).

The information contained in this document represents information for the year 1996–97. Project abstracts for EEPCD projects were derived from project proposals, direct contact with the project, and, for continuing projects, the previous year's project abstract. Project information for the Research Grants and Personnel Preparation Grants were developed using information provided by OSEP, information posted on GTE.Net, and, in some cases, information provided by the projects.

The *1996–97 Directory of Selected Early Childhood Programs* is produced by NEC*TAS under its 3-year cooperative agreement with the U.S. Department of Education. The goal of the annual directory is to provide broad-based information on federal and state activities in early childhood and related services under IDEA for use by persons directly or indirectly involved in these efforts. Families may use this document to locate programs that are appropriate for their child's needs. Service providers may find the document useful in networking or collaborating with other professionals. Lawmakers, administrators, and policy makers may use this document as a partial overview of the national network of activities sponsored by OSERS.

OSERS and NEC*TAS hope that the *1996–97 Directory* will stimulate further interest in the special needs of children who have or are at risk for developing disabilities and their families, and will encourage greater national, state, and local collaboration in meeting these needs.

User's Guide

The *1996–97 Directory* provides descriptions of selected OSEP projects and their primary activities, and information to assist readers in contacting these projects. Within this document, project addresses, which are included with each project listing, are listed a second time in the front directory section. This structure provides readers with a quick overview of projects active within a given state.

The *Directory* is organized into five sections: Introduction; Directory; EEPCD Project Abstracts; Research Grants and Personnel Preparation Grants Listings; and Indexes to Projects, one by program category, and one by State or Jurisdiction.

The **Introduction** provides an overview of OSERS-sponsored early childhood programs and a brief discussion of the implications of IDEA for federal and state efforts in planning and implementing early childhood special education and related services.

The **Directory** section provides a state-by-state listing of state personnel administering Part B-Section 619 and Part H programs, ICC chairs, and EEPCD, Research Grants, and Personnel Preparation Grants for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and 8 outlying jurisdictions (American Samoa, Federated States of Micronesia, Guam, Republic of the Marshall Islands, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands). These listings include a contact person's name, address, telephone number, and, when available, fax number, E-mail address, and address (URL) for a World Wide Web site.

The directory section is organized alphabetically by state or jurisdiction. Each state page in the directory section is arranged in columns, as follows:

- *Left column:* State personnel (Section 619 coordinator, Part H coordinator, chairs of state ICC).
- *Center column:* EEPCD projects (when necessary, these extend to additional columns). EEPCD project listings are subdivided into five categories: demonstration, inservice training, outreach, research institute, and technical assistance.
- *Right column:* Research Grants and Personnel Preparation Grants (where EEPCD listings extend to additional columns, these listings may begin on or extend to another page or column).

The **EEPCD Project Abstracts** section provides one-column descriptions of each EEPCD project and, at the end of the section, an index of descriptors of all EEPCD projects. Project abstracts are organized alphabetically by competition type. Within each competition category, project abstracts are presented alphabetically by state and, within state, by project title. Abstracts include the project title, competition category, grant number followed by funding period in parentheses, and fiscal agency. Years enclosed in brackets following project funding period indicate a period of additional funding which has been granted to successful projects or for which successful projects may apply. Contact information for the project is provided and includes the project director's or principal investigator's name, address, telephone number, and, where available and as space permits, fax number, E-mail address, and address (URL) for a World Wide Web site.

The Index of Descriptors of EEPCD Projects consists of a listing of descriptors in three main categories: Children and Families; Project's Innovation, Training Content, or Research Focus; and Personnel Targeted for Training. Within each main category, the following subcategories organize 100 descriptors of the EEPCD projects:

- *Children and Families:*
  - Age
  - Disabling condition
  - Ethnically or linguistically diverse group
  - Family members or needs
- *Project's Innovation, Training Content, or Research Focus:*
  - Content or intervention
  - Personnel development approaches
- *Personnel Targeted for Training:*
  - Personnel types
  - Service settings

The **Research Grant and Personnel Preparation Grant Listings** section organizes project listings within these two categories by competition type. Within each competition category, project listings are presented alphabetically by state and, within state, by project title. Project listings include the project title, competition category, grant number followed by funding period in parentheses, and contact information for the project director(s) or principal investigator(s).

Within the EEPCD Project Abstracts and the Research Grant and Personnel Preparation Grant Listings sections, pages are organized for the reader with a

running header that indicates the competition category.

The **Indexes** provide page references to project abstracts and listings. Index A arranges projects by program category and competition type. Within these categories, projects are listed alphabetically by project title. Index B offers a guide to project abstracts by state, with projects listed by program category and project title within each state.

Page references presented in the indexes give the page number of the abstract followed by its placement on the page (A = left column; B = right column) and its sequence in the column (1, 2, 3, etc.).

Introduction

The Office of Special Education and Rehabilitative Services (OSERS) in the U.S. Department of Education administers a variety of programs related to improving the quality and quantity of services to young children with special needs and their families. The *1996–97 Directory* includes information about selected early childhood projects sponsored by OSERS and administered by the Office of Special Education Programs (OSEP). The *Directory* also lists key state personnel who are responsible for administering two state initiatives for children with disabilities and their families under Public Law (P.L.) 102-119: the Preschool Grants Program (referred to as Part B-Section 619) and the Program for Infants and Toddlers with Disabilities (referred to as Part H), including chairpersons of the state Interagency Coordinating Councils (ICCs). Descriptions of these programs follow.

OFFICE OF SPECIAL EDUCATION PROGRAMS

In 1991, through P.L. 102-119, Congress approved amendments to the Individuals with Disabilities Education Act (IDEA), formerly the Education of the Handicapped Act (EHA), which reauthorized existing discretionary programs and federal and state efforts in early childhood special education and related services. This legislation reflects a greater emphasis on personnel training in special education and on technical assistance and dissemination efforts.

Please note that provisions of the Amendments to IDEA of 1997 will change the organization of the grant programs described in this Directory. *However, because these new provisions take effect on October 1, 1997, and after — these changes are not reflected in this edition of the* Directory.

State Initiatives

State grant programs were introduced in 1976 by the former U.S. Office of Education, beginning with the State Implementation Grant (SIG) program, which was designed to help state educational agencies plan for the development and expansion of early intervention services for children with disabilities. In 1984, P.L. 98-199 instituted the State Plan Grant program, which provided funds to state educational agencies or other appropriate state agencies for planning, developing, and implementing a comprehensive service delivery system for the provision of special education and related services to young children, birth through age 5, with disabilities.

The passage of P.L. 99-457 in 1986 changed both the scope and extent of services to young children with disabilities. Under Section 619 of Part B, services for preschool children, ages 3 through 5, were expanded. Part H introduced a new state formula grant program to assist states in developing early intervention services for infants and toddlers, birth through age 2. These programs have been reauthorized and extended by P.L. 101-476 and P.L. 102-119.

Preschool Grants Program (Part B-Section 619). The Preschool Grants program is a state formula grant program authorized under IDEA to encourage state and local educational agencies to expand special education and related services for preschool children with disabilities, ages 3 through 5. The formula grant to a state is based on the number of identified children with disabilities, ages 3 through 5, who receive special education and related services. For Fiscal Years (FY) 1987, 1988, and 1989,* states also received bonus funds based on the estimated number of additional preschool children with disabilities who were served in

* Fiscal year 1987, 1988, and 1989 funds apply to school years 1986-87, 1987-88, and 1988-89, respectively.

the state. Beginning in FY 1988 and thereafter, states must allocate at least 75% of the grant to local educational agencies and/or intermediate educational units for serving preschool children with disabilities. The state may retain up to 20% of the grant for planning and developing a comprehensive statewide service delivery system and for providing direct and support services to preschoolers, ages 3 through 5, and, at the state's discretion, to provide a free appropriate public education to 2-year-old children with disabilities who will reach age 3 during the school year. The state may use 5% of the grant for administrative expenses. Beginning with the 1991–92 school year, all states are required to provide a free appropriate public education to all eligible preschool-age children with disabilities.

Program for Infants and Toddlers with Disabilities (Part H). The Program for Infants and Toddlers with Disabilities is a formula grant program authorized by IDEA. The program is designed to assist states in planning, developing, and implementing coordinated, comprehensive, multidisciplinary, interagency statewide systems of early intervention services for infants and toddlers with disabilities, birth through age 2, and their families.

In states electing to participate in this program, the governor must appoint a lead agency and designate an Interagency Coordinating Council. Activities during the initial years of participation were designed to build a statewide system of early intervention services that includes the 14 components defined by statute. These components are (a) the state's eligibility criteria and procedures; (b) timetables for serving all eligible children; (c) timely, comprehensive multidisciplinary evaluation and assessment; (d) individualized family service plans including service coordination; (e) comprehensive child find system; (f) public awareness program; (g) central directory of services, resources, experts, and research and demonstration projects; (h) comprehensive system of personnel development; (i) a single line of authority in a lead agency designated or established by the Governor; (j) policy pertaining to contracting or making arrangements with service providers; (k) procedure for securing timely reimbursement of funds; (l) procedural safeguards; (m) policies and procedures for personnel standards; and (n) a system for compiling data.

Funding for the Part H program is based upon census figures for the number of infants and toddlers in the general population. Allocations for each state are derived from this figure, with the stipulation that no state will receive less than .5% of the funds available, or $500,000, whichever is greater. Allocations are prescribed for other governing jurisdictions (American Samoa, District of Columbia, Guam, Northern Mariana Islands, Republic of Palau, Puerto Rico, and the Virgin Islands), and for American Indian tribes or tribal organizations through the Department of the Interior. Under Part H, Federated States of Micronesia and Republic of the Marshall Islands are not eligible applicants.

Early Education Program for Children With Disabilities (EEPCD)

The Handicapped Children's Early Education Program (HCEEP) — renamed the Early Education Program for Children with Disabilities (EEPCD) in 1990 — was established in 1968 with a mandate to set up model demonstration projects for the delivery of special education and related services to young children with disabilities, from birth through the third grade. In the congressional hearings that led to passage of the legislation establishing HCEEP, three major needs were identified for early intervention programs: (a) locally designed ways to serve infants, young children, and their families; (b) more specific information on effective programs and techniques; and (c) distribution of visible, replicable models throughout the country.

Two major assumptions underlie this program. First, only through early intervention with tested and successful program models can the highest quality services be provided for children with disabilities. Second, the program should provide models of services rather than be a direct service delivery program.

HCEEP was intended to provide an opportunity for any public or private nonprofit organization to develop and demonstrate high-quality services for a selected group of children and their families. It also was intended to provide an opportunity to demonstrate the effectiveness of locally designed approaches and disseminate those ideas across the nation to other agencies that might choose to use the model rather than develop their own program.

Activities during the past 26 years have been multifaceted. HCEEP began with 24 demonstration projects in 1968 and was extended in 1972 to include outreach projects that would disseminate proven procedures and models, or components of models. Research institutes were added in 1977 to develop and analyze new information about early intervention and methods for enhancing services. During the 1980s experimental projects, inservice training projects, research projects on early childhood program features, and information management projects were added.

Although wide geographic distribution of these projects has been emphasized throughout the program's existence, cohesiveness has been maintained through a growing emphasis on interagency and interproject networking. This cooperative approach, facilitated by national technical assistance, has fostered a cohesive national program and has helped to develop knowledge and expertise in early childhood special education. To help projects and states achieve their objectives in early childhood services, HCEEP has funded technical assistance since 1971, through the Technical Assistance Development System (TADS), the Western States Technical Assistance Resource (WESTAR), the State Technical Assistance Resource Team (START), and, currently, the National Early Childhood Technical Assistance System (NEC*TAS).

The passage of P.L. 99-457 and subsequent amendments to IDEA (P.L. 101-476 and P.L. 102-119) has had a significant impact upon HCEEP activities, one of which is the change in the program's name to the Early Education Program for Children with Disabilities (EEPCD). Through the 1996-97 funding period, the program placed increased emphasis on providing support to states in the development of comprehensive services for infants and toddlers with disabilities, birth through ages 2, and their families, and in the expansion of services for children with disabilities, ages 3 through 5, and their families. EEPCD grantees are encouraged to coordinate their project activities with the state agency personnel responsible for administering these programs.

For the year 1996-97, EEPCD supported 109 projects, including 35 demonstration projects, 18 inservice training projects, 49 outreach projects, 6 research institutes, and 1 national technical assistance center.

Demonstration Projects. Model demonstration projects are funded for 3 years and, from 1991 to 1996, successful projects have had the option to apply for and receive an additional 2 years of funding. Demonstration projects address a range of topics, including developmentally appropriate practices; increasing and improving child care options for children with disabilities; early intervention services for very young children with autism; assistive and interactive technologies; inclusion of children with disabilities in community settings; building language and literacy skills during early childhood; family-centered care in newborn intensive care units; and transitioning young, culturally diverse children with disabilities into general education settings. Projects are sponsored by private, nonprofit agencies and organizations; local schools; universities; and state education agencies. Among the 35 projects funded during 1996-97, 6 are in their fifth and final year of funding, 5 are in their fourth year of funding, 8 are in their third year of funding, 8 are in their second year of funding, and 8 are in their first year of funding.

Inservice Training Projects. Projects in this priority area are developing and evaluating inservice training models that will prepare professionals and paraprofessionals to provide, coordinate, or enhance early inter-

vention, special education, and related services for infants and toddlers with disabilities and/or for preschool children with disabilities. Inservice training projects are funded for 3 years. During 1996–97, no new projects have been funded and 18 inservice training projects continue to receive funding: 8 projects are in their third and final year of funding and 10 projects are in their second year of funding.

Outreach Projects. The outreach component has two goals. First, to promote and increase high-quality services to preschool children with disabilities, birth through age 8, and their families; and second, to stimulate replication of innovative models, many of which were developed and refined during EEPCD (formerly HCEEP) demonstration project funding. Outreach projects engage in awareness activities; stimulation of model replication sites; training of professionals, paraprofessionals, and parents; promotion of state involvement; product development and dissemination; and consultative activities. Originally, only HCEEP demonstration projects were eligible to apply for outreach funding, but with the passage of P.L. 98-199, eligibility was extended to other programs with similarly documented capabilities. In 1988, the funding period for outreach projects was expanded from 1 to 3 years.

Outreach efforts have contributed significantly to networking effective programs for young children, to providing improved training and services, and to building continuity and interagency/interstate collaborations. Some projects have incorporated the use of new technologies, such as video- or computer-based instruction, while others have emphasized specific disability areas, such as sensory impairments or learning disabilities. Several projects have served as resources to state education agencies and other state agencies in their efforts to expand or improve services for infants and preschool children.

All of the 49 projects receiving funding during 1996–97 have a multistate or national focus and are funded for 3 years. Of these, 14 projects are in their last year of funding, 17 are in their second year of funding, and 18 are in their first year of funding.

Research Institutes. The early childhood research institutes began in 1977 as a joint effort between HCEEP and OSEP's Research Projects section. Their goal was to discover and disseminate information that could be used to improve services and programs for young children with disabilities and their families. Since the program began, OSEP has supported 14 institutes in such varied research efforts as assessing family intervention issues, exploring the relationship between environmental characteristics and child development, and assessing the cost and effectiveness of using parents and paraprofessionals to deliver intervention services.

During 1996–97, six research institutes are funded. These institutes address barriers to the inclusion of preschool-age children with disabilities in classroom and community settings; influences on service patterns and utilization in early intervention and preschool programs; the adoption of successful early intervention practices in children's early elementary education in order to improve the education of children with disabilities; increasing learning opportunities for children through families; providing services to young children with disabilities that are culturally and linguistically appropriate; and measuring growth and development.

Technical Assistance Center. The National Early Childhood Technical Assistance System (NEC*TAS), established in 1987 under P.L. 99-457, and refunded under IDEA in 1991 and in 1996, brings together individuals and organizations which represent diverse disciplines and parent perspectives to address the infant, toddler, and preschool provisions of IDEA. The system is comprised of six organizations: the Frank Porter Graham Child Development Center at the University of North Carolina, Chapel Hill (the system's prime contractor and coordinating office); Federation for Children with Special Needs; Georgetown University Child Development Center; Hawai'i University

Affiliated Program at the University of Hawai'i at Manoa; National Association of State Directors of Special Education (NASDSE); and ZERO TO THREE: National Center for Infants, Toddlers and Families.

NEC*TAS, with assistance from an advisory board and consultants, offers technical assistance and support services to states and other governing jurisdictions and EEPCD projects. NEC*TAS is committed to seven goals:

- To assist states in accomplishing their goals and activities for providing services through their Part H Program and their Part B-Section 619 Program of IDEA;
- To assist OSEP-sponsored early childhood discretionary projects in accomplishing their goals and activities for demonstration, inservice, and outreach programs related to IDEA;
- To identify emerging early intervention and preschool service system issues and potential solutions;
- To share across client groups the solutions and successful strategies and practices developed by one another;
- To promote the utilization of state-of-the-art research and practice;
- To promote collaboration across federal agencies and programs, states, and other organizations and programs that impact client programs; and
- To contribute to the understanding and provision of efficient, effective, and high-quality TA.

Technical assistance is an ongoing, systematic, and nonevaluative process that uses a variety of strategies to help clients accomplish targeted goals. The technical assistance approach designed by NEC*TAS addresses the unique needs of each state and jurisdiction, as well as states' collective needs. NEC*TAS has conducted needs assessments and planning meetings for the 50 states, the District of Columbia, the Bureau of Indian Affairs, and eight other jurisdictions (American Samoa, Federal States of Micronesia, Guam, the Northern Mariana Islands, Palau, Puerto Rico, the Republic of the Marshall Islands, and the Virgin Islands). Topical areas identified by Part H grantees for technical assistance include finance, interagency issues, procedural safeguards, personnel, data collection, monitoring, child identification (including eligibility), guidelines to services for specific populations such as children with autism, and service delivery in rural and in urban communities. Topical areas identified by Section 619 grantees for technical assistance include program standards and monitoring, least restrictive environment and inclusion, personnel, finance, interagency agreements, child identification, legislation, and transition. Topical areas identified by EEPCD projects for technical assistance include program evaluation, model development, dissemination, and project management. Technical assistance is provided to address these identified needs, as well as other relevant areas, such as multicultural and health issues.

Services available to states and jurisdictions and EEPCD projects include annual meetings, needs assessments, individualized technical assistance and consultations, topical meetings and workshops, topical teleconferences and videoconferences, electronic topical discussion forums, ongoing listserv communication, telephone consultation, information published through print and electronic media, information and referral, and networking with other professionals and organizations.

NEC*TAS also provides limited services — including resource referral, selected publications in print and electronic formats, and news and information through electronic bulletin boards on Education Administration Online and GTE EdLink — to other technical assistance organizations, resource centers, policy groups, associations of service providers, advocacy groups, and parent groups involved in developing comprehensive services for young children with special needs and their families.

Research Grants

For many years, individual research projects related to young children with disabilities have been supported in OSEP through the Research in Education of Individuals with Disabilities Program, through the Field-Initiated Research competition, the Student-Initiated Research competition, and other special competitions. The purpose of the program is to support research and related activities designed to increase knowledge and understanding of disabling conditions and of teaching, learning, and education-related developmental practices and services for infants, toddlers, children, and youth with disabilities.

Among the research projects funded by OSEP during 1996-97 are the following 61 projects focusing on early childhood issues. These include 26 field-initiated research projects; 12 student-initiated research grants; 7 technology in education projects; 5 initial career award projects; 3 projects on policy and program evaluation; 2 projects on preventing the development of serious emotional disturbance among children and youth with emotional and behavioral problems; 2 projects on school-linked services to support better outcomes for children with disabilities; 1 project on advancing and improving the research knowledge base; 1 project on the prevention of reading difficulties in young children; 1 special studies program grant; and 1 state agency/ federal evaluation studies grant.

Personnel Preparation Grants

The Training Personnel for the Education of Individuals with Disabilities Program assists colleges, universities, state and local agencies, and nonprofit organizations in developing personnel preparation programs to improve the quality and increase the quantity of special educators and related services personnel. This program is authorized by Part D of IDEA.

In September 1984, OSEP announced the availability of funds for a newly established priority: preparing special education and related services personnel to work with infants and toddlers with disabilities or at risk for developmental delay. Projects supported under this priority are intended to prepare personnel to work in programs characterized by strong interaction of the medical, educational, and related service communities, and by involvement of the primary caregivers for these children. In almost all of these projects, departments within universities collaborate in the program, and, in several cases, the training institutions cooperate with medical facilities, local education or health agencies, or state education agencies.

The *1996–97 Directory* includes information on 244 grants addressing various aspects of the preparation of early intervention and early childhood personnel that are funded by OSEP: 74 parent training and information centers, 71 grants to prepare personnel to serve infants and toddlers, 19 grants to prepare leadership personnel, 16 grants to prepare special educators, 16 special projects, 15 preservice personnel training grants, 13 grants to prepare related services personnel, 12 grants related to low-incidence conditions, 7 projects in minority institutions, and 1 grant to a state education agency. Most of these projects provide training leading to a master's or doctoral degree, although some provide training at the undergraduate or associate degree level; many provide training at the paraprofessional level and may lead to certification. Some programs are discipline or disability specific, but most are interdisciplinary, have a strong family focus, and emphasize field experience.

Directory of Addresses of Key Personnel and Projects

(Alphabetically by state or governing jurisdiction)

ALABAMA

3-5 (Section 619) Contact

James Waid, 619 Coordinator
Program for Exceptional Children and Youth
State Department of Education
Room 3346, Gordon Persons Building
50 North Ripley Street
Montgomery, AL 36130-2101
(334) 242-8114
Fax: 334-242-9192
E-mail: jjones@sdenet.alsde.edu

Infant/Toddler (Part H) Contact

Ouida Holder, Part H Coordinator
Alabama's Early Intervention System
2129 East South Boulevard
P.O. Box 11586
Montgomery, AL 36111-0586
(334) 281-8780, ext. 398
Fax: 334-613-3494

Chair, Interagency Coordinating Council

Dr. Joseph Busta, ICC Chair
Institute for the Deaf and Blind
P.O. Box 698
Talladega, AL 35160
(205) 761-3200
Fax: 205-761-3344

Research Grants

Sharon Gilbert, Principal Investigator
Parent and Teacher Congruency on Variations of a Screening Instrument: An Examination
Department of Rehabilitation and Special Education
Auburn University
1228 Haley Center
Auburn University, AL 36849
(334) 844-5943

Beverly Mulvihill, Principal Investigator
Early Identification of Children At Risk for Special Education Placement
Civitan International Research Center
University of Alabama at Birmingham
1719 6th Avenue
Birmingham, AL 35294-0021
(205) 975-8510

Personnel Preparation Grants

Carol Blades
Special Education Action Committee
3207 International Drive, Suite C
P.O. Box 161274
Mobile, AL 36616-2274
(334) 478-1208
(800) 222-7322 (AL only)
Fax: 334-473-7877
E-mail: seacmob1@juno.com

James Wright, Project Director
Training of Early Childhood Special Education Personnel and Minority Recruitment
School of Education
Auburn University at Montgomery
7300 University Drive
Montgomery, AL 36117-3596
(334) 244-3457
Fax: 334-244-3762

BEST COPY AVAILABLE

ALASKA

3-5 (Section 619) Contact

Richard Smiley
Office of Special Services and Supplemental Programs
Division of Teaching and Learning Support
Alaska Department of Education
801 West 10th Street, Suite 200
Juneau, AK 99801-1894
(907) 465-8702
Fax: 907-465-3396
E-mail: rsmiley@educ.state.ak.us
WWW: http://www.educ.state.ak.us/

Infant/Toddler (Part H) Contact
Jane Atuk, Part H Coordinator

Infant Learning Program
Section of Maternal/Child Health
Department of Health and Social Services
1231 Gambell Street
Anchorage, AK 99501-4627
(907) 269-3400 (program)
269-3419 (Atuk)
Fax: 907-269-3465
E-mail: jbatuk@health.state.ak.us

Chair, Interagency Coordinating Council

Nancy Dodge, ICC Chair
Governor's Council on Disabilities and Special Education
P.O. Box 2240249
Anchorage, AK 99524-0249
(907) 269-8990 (messages only)
Fax: 907-269-8995
and
Kris Johnston, Early Intervention Committee Chair of ICC
P.O. Box 1729
Cordova, AK 99574
(907) 424-3145
Fax: 907-424-8116

EEPCD Demonstration Project

Todd Risely, Project Director
Lynn Paterna, Project Coordinator
Alaska's Autism Intensive EI Project
2600 Denali Street, Suite 304
Anchorage, AK 99503
(907) 276-4192
Fax: 907-276-4114
E-mail: Autism@uaa.alaska.edu

Personnel Preparation Grants

Jenny Walden-Weaver, Project Director
Alaska P.A.R.E.N.T.S., Inc.
Suite 200
540 West International Airport Road
Anchorage, AK 99518
(907) 563-2246
(800) 478-7678 (AK only)
Fax: 907-563-2257
E-mail: parents@alaska.net

Karen Ward, Project Director
Alaska's Early Intervention Home-Based Personnel Preparation Program
Center for Human Development
University of Alaska/Anchorage
2330 Nichols Street
Anchorage, AK 99508
(907) 272-8270

Susan Ryan-Vincek, Project Director
Early Intervention Training Via Distance Delivery and Campus Experiences
Center for Human Development
2330 Nichols Avenue
Anchorage, AK 99508
(907) 786-4435

AMERICAN SAMOA

3-5 (Section 619) Contact

Linda L. Avegalio, 619 Coordinator
Special Education Division
Department of Education
Box 434
Pago Pago, AS 96799
(684) 633-1323 or -4789
Fax: 684-633-4240

Jane French, Director
Special Education Division
Department of Education
Pago Pago, AS 96799
(684) 633-1323 or -4789
Fax: 684-633-7707
Home: (preferred mailing address)
Box 2202
Pago Pago, AS 96799

Infant/Toddler (Part H) Contact

Julia Lyons, Part H Coordinator
Department of Health
Government of American Samoa
Pago Pago, AS 96799
(684) 633-4929 or -2697
Fax: 684-633-2167

Chair, Interagency Coordinating Council

Matt Tunoa, ICC Chair
LBJ Tropical Medical Center
American Samoa Hospital Authority
Government of American Samoa
Pago Pago, AS 96799
(684) 633-4929
Fax: 684-633-2167

Personnel Preparation Grant

Faanati Penitusi, Project Director
American Samoa Parent Network
P.O. Box 3432
Pago Pago, AS 96799
(684) 633-1323
Fax: 684-633-2408

ARIZONA

3-5 (Section 619) Contact

Lynn Busenbark, Preschool Coordinator
Division of Special Education
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-3852
Fax: 602-542-5404
E-mail: lbusenb@mail1.ade.state.az.us
WWW: http://ade.state.az.us

Infant/Toddler (Part H) Contact

Diane Renne, Part H Coordinator
Arizona Early Intervention Program
Governor's Council on ICC
Department of Economic Security
1717 West Jefferson, Room 109
Phoenix, AZ 85007
Mailing: P.O. Box 6123 801-A-6
Phoenix, AZ 85005
(602) 542-5577
Fax: 602-542-5552
E-mail: azeip@aztec.asu.edu

Chair, Interagency Coordinating Council

Ginger Ward, ICC Chair
Southwest Human Development
202 East Earll #140
Phoenix, AZ 85012
(602) 266-5976

Research Grant

Linda Swisher, Principal Investigator
Specific Language Impairment: Language and Generalization
Department of Speech and Hearing Sciences
University of Arizona
Tucson, AZ 85721
(520) 620-0420

Personnel Preparation Grants

Judie Walker, Project Director
Pilot Parent Partnerships, Inc.
Suite 101
4750 North Black Canyon Highway
Phoenix, AZ 85017-3621
(602) 468-3001
(800) 237-3007 (AZ only)
Fax: 602-468-3001 (call first)

Jeanne Wilcox, Project Director
Interprofessional Preservice Training for Careers in Early Education and Care Settings Serving Infants, Toddlers, and Preschoolers With Disabilities
Department of Speech and Hearing
Arizona State University
P.O. Box 870101
Tempe, AZ 85287-0102
(602) 965-9394

Jeanne Wilcox, Project Director
Post Doctoral Training in Early Childhood Language: Applied Research and Applications to Practice
Department of Speech and Hearing
Arizona State University
P.O. Box 870101
Tempe, AZ 85287-0102
(602) 965-9394

Jeanne McCarthy, Project Director
EDUCATE: Extended Delivery of University Courses for Accessible Teacher Education
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(520) 621-0936
Fax: 520-621-3821

continued

Personnel Preparation Grants, *continued*

Shirin Antia, Project Director
Project Hear: Preparation of Teachers to Work With Elementary, Preschool, Multiple Handicapped, or Bilingual Deaf or Hard of Hearing Children
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(520) 621-0944

Jane Erin, Project Director
Visually Impaired Personnel Preparation (VIPP)
Department of Special Education and Rehabilitation
College of Education Room 405
P.O. Box 210069
University of Arizona
Tucson, AZ 85721
(520) 621-0945

Jane Erin, Project Director
Southwestern Orientation and Mobility Preparation Program
Department of Special Education and Rehabilitation
College of Education, Room 405
P.O. Box 210069
University of Arizona
Tucson, AZ 85721
(520) 621-0945

BEST COPY AVAILABLE

ARKANSAS

3-5 (Section 619) Contact

Sandra Reifeiss, Coordinator
Preschool Programs
Special Education Section
State Department of Education
#4 Capitol Mall, Room 105-C
Little Rock, AR 72201
(501) 682-4222
Fax: 501-682-4313

Infant/Toddler (Part H) Contact

Sherry Cobb, Part H Coordinator
Division of Developmental
Disabilities Services
Department of Human Services
Donaghey Plaza, North, 5th Floor
7th and Main Street
P.O. Box 1437, Slot 2520
Little Rock, AR 72203-1437
(501) 682-8680 (program)
682-8676 (Cobb)
Fax: 501-682-8890

Chair, Interagency Coordinating Council

Venita Lovelace-Chandler, Co-Chair
14609 Brown Bear
Little Rock, AR 72212
(501) 450-5442 (office)
868-5335 (home)
Fax: 501-450-5822

Dana Green, Co-Chair (parent)
2107 Houston
El Dorado AR 71730
(501) 864-6435 (office)
862-8000 (home)

Personnel Preparation Grants

Barbara Semrau, Project Director
FOCUS, Inc.
305 West Jefferson Avenue
Jonesboro, AR 72401
(870) 935-2750
(870) 221-1330 (voice/TDD)
Fax: 870-931-3755

Dale Dahmen-Jones, Project Director
Arkansas Disability Coalition
3920 Woodland Heights Road
Little Rock, AR 72212
(501) 221-1330 (voice/TDD)
(800) 223-1330 (AR only)
Fax: 501-221-9067

BUREAU OF INDIAN AFFAIRS (BIA)

3-5 (Section 619) Contact

Georgia Braun, Coordinator
Branch of Exceptional Education
Bureau of Indian Affairs
Mail Stop 3512 OIE-23
1849 C Street NW
Washington, DC 20240
(202) 208-3596
TDD: (202) 208-5993
Fax: 202-273-0030

Infant/Toddler (Part H) Contact

Georgia Braun, Coordinator
Branch of Exceptional Education
Bureau of Indian Affairs
Mail Stop 3512, OIE-23
1849 C Street NW
Washington, DC 20240
(202) 208-3596
TDD: (202) 208-5993
Fax: 202-273-0030

CALIFORNIA

3-5 (Section 619) Contact

Constance J. Bourne, 619 Coordinator
Special Education Division
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 327-3696
Fax: 916-327-8878

Infant/Toddler (Part H) Contact

Carlos Flores, Part H Coordinator
Ben Traverso, Chief
Early Intervention Program
Department of Developmental Services
1600 9th Street, Room 310
Sacramento, CA 95814
(916) 654-1596
Fax: 916-654-3255
WWW: http://www.dds.cahwnet.gov/prev004.htm

Chair, Interagency Coordinating Council

Raymond M. Peterson, Executive Director
San Diego-Imperial Counties Developmental Services Inc.
4355 Ruffin Road, Suite 206
San Diego, CA 92123-1648
(619) 576-2932
Fax: 619-576-2873

EEPCD Demonstration Project

George Singer, Project Director
A Family-Centered NICU Model
Graduate School of Education
2321 Phelps Hall
University of California
Santa Barbara, CA 93106
(805) 893-2198
Fax: 805-893-7264

EEPCD Outreach Project

Tony Appoloni, Project Director
Linda Cranor, Project Coordinator
Exceptional Challenge Project
California Institute on Human Services
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
(707) 664-2416 (Appoloni)
664-2945 (Cranor)
Fax: 707-664-2417
E-mail: linda.cranor@sonoma.edu
WWW: http://www.sonoma.edu/cihs/

EEPCD Research Institute

Marci Hanson, Co-Investigator
Early Childhood Research Institute on Inclusion
4 Tapia Drive
San Francisco, CA 94132
(415) 338-6353
Fax: 415-338-3325
E-mail: mjhanson@sfsu.edu
(also see Maryland, North Carolina, Tennessee, and Washington addresses)

Research Grants

Mary Wagner, Principal Investigator
Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers With Disabilities
SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025
(415) 859-2867

Colleen McMahon, Principal Investigator
Teaching Literacy Skills to At-Risk and Learning Disabled Children: Writing Intervention With a Dialogue Journal Task
Office of Research Affairs
University of California
200 University Office Building
Riverside, CA 92521-0217
(909) 787-4414

Personnel Preparation Grants

Joan Tellefsen, Project Director
TASK
100 West Cerritos Avenue
Anaheim, CA 92805-6546
(714) 533-8275
Fax: 714-533-2533
E-mail: taskca@aol.com

Pam Steneberg, Project Director
Disability Rights Education Defense Fund
2212 Sixth Street
Berkeley, CA 94710
(510) 644-2555
Fax: 510-841-8645
E-mail: DREDFCA@aol.com

Marion Karian, ICC Chair
Exceptional Parents Unlimited
4120 North First Street
Fresno, CA 93726
(209) 229-2000
Fax: 209-229-2956
E-mail: epul@cybergate.com

Diane Klein, Project Director
Graduate Training of Personnel to Serve Infants and Young Children With Low-Incidence Disabilities
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4400

continued

Personnel Preparation Grants, *continued*

Ann Bisno, Co-Director
Advanced Certificate in Transdisciplinary Intervention (ACT-I)
Department of Special Education
California State University
18111 Nordhoff Street - EDUC
Northridge, CA 91330
(818) 885-2534
Fax: 818-885-4737

Deborah Chen and Linda Brekken, Project Co-Directors
CRAFT: Culturally Responsive and Family-Focused Training
California State University
18111 Nordhoff Street
Northridge, CA 91330-8265
(818) 677-4604

Clair Cavallaro, Project Director
Mentors in Early Childhood Special Education
California State University
18111 Nordhoff Street
Northridge, CA 91330
(818) 885-2596

Steve Kramer, Project Director
Preparation for Multicultural Early Childhood Services
Communicative Disorders
San Diego State University
5178 College Avenue
San Diego, CA 92182-1900
(619) 594-6140

Richard Miller
TASK—San Diego
3750 Convoy Street, Suite 303
San Diego, CA 92111
(619) 874-2386
Fax: 619-874-2375

Marci Hanson, Project Director
Early Childhood Special Education and Services Joint Doctoral Leadership Institute
College of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Marci Hanson, Project Director
Early Childhood Special Educator Program
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Marci Hanson, Project Director
Infant Specialist Training Program
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Lois Jones, Director
Parents Helping Parents
594 Monterey Boulevard
San Francisco, CA 94127-2416
(415) 841-8820
Fax: 415-841-8824

Gilbert Guerin, Project Director
Interdisciplinary Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities
Division of Special Education and Rehabilitation
San Jose State University
San Jose, CA 95192-0078
(408) 924-3667

Gloria Weddington, Project Co-Director
Preparation of Communication Disorder Specialists — Early Intervention With Children Birth to 5
San Jose State University
P.O. Box 720130
San Jose, CA 95172
(408) 924-3699

Gilbert Guerin, Project Director
Related Service Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities
Division of Special Education and Rehabilitative Services
San Jose State University
San Jose, CA 95192-0078
(408) 924-3667

Deidre Hayden, Project Director
Matrix, A Parent Network & Resource Center
Suite A
555 Northgate Drive
San Rafael, CA 94903
(415) 499-3877
Fax: 415-507-9457
E-mail: matrix@marin.k12.ca.us
WWW: marin.org/edu/matrix/

Mary Ellen Peterson, Director
Parents Helping Parents
3041 Olcott Street
Santa Clara, CA 95054-3222
(408) 727-5775
Fax: 408-727-0182
E-mail: info@php.com or php@trudy.com

Ruth Cook, Project Director
Preparing Early Intervention Specialists for Service in Hispanic Communities
Department of Special Education
Bannan Hall
Santa Clara University
Santa Clara, CA 95053
(408) 554-4435

25 BEST COPY AVAILABLE

COLORADO

3-5 (Section 619) Contact

Jane L. Amundson, 619 Coordinator
Prevention Initiatives/Early Childhood Initiatives
State Department of Education
201 East Colfax, Room 305
Denver, CO 80203-1799
(303) 866-6710
866-6712 (Amundson)
Fax: 303-866-6662
E-mail: Amundson_J@cde.state.co.us

Infant/Toddler (Part H) Contact

Tom Patton, Part H Coordinator
Special Education Division
State Department of Education
201 East Colfax, Room 301
Denver, CO 80203
(303) 866-6709
Fax: 303-866-6662

Chair, Interagency Coordinating Council

Barbara Stutsman, Co-Chair
The Disability Connection
P.O. Box 270714
Ft. Collins, CO 80527-0714
(303) 229-0224
Fax: 303-229-0242

Jerri Miller, Co-Chair
2810 Shady Drive
Colorado Springs, CO 80918
(719) 590-7086

EEPCD Demonstration Projects

Susan Moore and Barbara Roscoe, Co-Directors
Arlene Stidler Brown, Coordinator
The Colorado Family Project
Speech Language Hearing Sciences
CB# 409
University of Colorado
Boulder, CO 80309-0409
(303) 492-5284 (Moore)
492-3050 (Roscoe)
492-3038 (Brown)
Fax: 303-492-3274
E-mail: moores@spot.colorado.edu

Cordelia Robinson, Project Director
Lucy Miller, Coordinator
Integrating Daily Activities
JFK Center for Developmental Disabilities
University of Colorado Health Science Center
4200 East Ninth Avenue, Box C-234
Denver, CO 80262
(303) 315-5209 (Robinson)
794-1182 (Miller)
Fax: 303-315-6844 (Robinson)
303-798-2526 (Miller)
E-mail: robinsoc@essex.uchsc.edu

Cordelia Robinson, Project Director
Project Access: A Model for Capitated Early Intervention Transdisciplinary Habilitative Services
Colorado University Affiliated Program
University of Colorado Health Sciences Center
4200 East Ninth Avenue, Box C-234
Denver, CO 80262-0234
(303) 315-5209
Fax: 303-315-6844
E-mail: cordelia.robinson@uchsc.edu

EEPCD Outreach Projects

Susan Moore, Project Director
William Eiserman, Project Coordinator
The Spectrum Project—Families and Teams Together: Improving Information Sharing and Program Planning Processes
CB# 409
University of Colorado
Boulder, CO 80309-0409
(303) 492-5284
Fax: 303-492-3274
E-mail: mooresm@spot.colorado.edu

Phillip Strain, Director
Julie Katcenmeyer, Coordinator
LEAP Outreach
Center for Collaborative Educational Leadership
1444 Wazee Street, Suite 230
Denver, CO 80202
(303) 620-4494
Fax: 303-620-4588

Cordelia Robinson, Project Director
Participate Outreach
JFK Center for Developmental Disabilities
University of Colorado Health Science Center
4200 East Ninth Avenue, Box C-234
Denver, CO 80262-0234
(303) 315-5209
Fax: 303-315-6844
E-mail: robinsoc@essex.uchsc.edu

Hal Lewis and Linda Flynn, Project Co-Directors
Western Regional Faculty Institute for Training (WRFIT)
JFK Center for Developmental Disabilities
University of Colorado Health Science Center
4200 East Ninth Avenue, Box C-234
Denver, CO 80262
(303) 315-8607
Fax: 303-315-6844
E-mail: flynn-l@titania.uchsc.edu
(*also see Kentucky address*)

continued

Research Grants

Nancy French, Principal Investigator
The Paraprofessional Role in Inclusion
College of Education
University of Colorado
CB# 123
P.O. Box 173364
Denver, CO 80217
(303) 556-4380

Phillip Strain, Principal Investigator
Social Relationship Development in Community Contexts for Young Children With Severe Disabilities
University of Colorado
CB# 123
P.O. Box 173364
Denver, CO 80217
(303) 556-2771
Fax: 303-620-4588

Personnel Preparation Grants

Judy Martz, Co-Director
PEAK Parent Center, Inc.
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
531-9403 (TDD)
(800) 284-0251 (CO only)
Fax: 719-531-9452

Toni Linder, Project Director
Interdisciplinary Leadership Training Program
College of Education
University of Denver
Denver, CO 80208
(303) 871-2474

Marilyn Krajicek, Project Director
Professional Preservice Personnel Preparation for Early Intervention Using the First Start Model
School of Nursing
University of Colorado
4200 East 9th Avenue, C287
Denver, CO 80262
(303) 315-5026

Donna Wittmer, Project Director
Social Inclusion Facilitator/ Collaborator Training in Early Intervention
School of Education, CB# 106
University of Colorado
Denver, CO 80217-3364
(303) 556-4367

Judith Whichard, Project Director
Great Beginnings
Office of Institutional Grants
Aims Community College
5401 West 20th Street
Greeley, CO 80632
(970) 223-6745

COMMONWEALTH OF NORTHERN MARIANA ISLANDS

3-5 (Section 619) Contact

Suzanne Lizama, 619 Coordinator
Early Childhood/Special Education
Programs
CNMI Public School System
P.O. Box 1370 CK
Saipan, MP 96950
(670) 664-3754
Fax: 670-664-3760

Infant/Toddler (Part H) Contact

Suzanne Lizama, Coordinator
Early Childhood/Special Education
Programs
CNMI Public School System
P.O. Box 1370 CK
Saipan, MP 96950
(670) 322-9956
Fax: 670-322-4056

Chair, Interagency Coordinating Council

Juan Reyes
P.O. Box 522 CK
Saipan, MP 96950
(670) 322-9722
Fax: 670-322-4056

CONNECTICUT

3-5 (Section 619) Contact

Maria Synodi, 619 Coordinator
Bureau of Early Childhood Education and Social Services
Connecticut State Department of Education
25 Industrial Park Road
Middletown, CT 06457
(860) 638-4211
Fax: 860-638-4218

Infant/Toddler (Part H) Contact

Linda Goodman, Part H Coordinator
Department of Mental Retardation
460 Capitol Avenue
Hartford, CT 06106
(860) 418-6147
Fax: 860-418-6003
E-mail: lbgood993@aol.com
WWW: http://www.birth23.org

Chair, Interagency Coordinating Council

Mary Beth Bruder
Division of Child and Family Studies
UCONN Health Center
Dowling North, MC-6222
263 Farmington Avenue, Suite A-200
Farmington, CT 06030
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1@uchc.edu

EEPCD Demonstration Project

Mary Beth Bruder, Director
Diane Hatcher, Coordinator
Early Childhood Collaborative Service Delivery Model
Division of Child and Family Studies
Dowling North, MC-6222
263 Farmington Avenue, Suite A-200
Farmington, CT 06032-6222
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1.uchc.edu
hatcher@nso1.uchc.edu

EEPCD Outreach Projects

Mary Beth Bruder, Project Director
Niños Especiales Outreach Project
Division of Child and Family Studies
UCONN Health Center
Dowling North, MC-6222
263 Farmington Avenue, Suite A-200
Farmington, CT 06032-6222
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1@uchc.edu

Lee McLean, Project Consultant
STAIRS Outreach Project
A. J. Pappanikou Center
University of Connecticut
249 Glenbrook Road, Box U-64
Storrs, CT 06269-2064
(860) 486-3493
Fax: 860-486-5037
E-mail: mclean@uconnvm.uconn.edu
(also see Kansas address)

EEPCD Research Institute

Mary Beth Bruder, Co-Principal Investigator
Early Childhood Research Institute on Increasing Learning Opportunities for Children Through Families
Division of Child and Family Studies
UCONN Health Center
Dowling North, MC-6222
263 Farmington Avenue, Suite A-200
Farmington, CT 06030-6222
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1.uchc.edu
(also see North Carolina address)

Research Grant

Mary Beth Bruder, Director
An Analysis of the Effectiveness of Staffing Patterns for Young Children Attending Natural Group Environments for Early Intervention
Division of Child and Family Studies
UCONN Health Center
Dowling North, MC-6222
263 Farmington Avenue, Suite A-200
Farmington, CT 06032
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1@uchc.edu

Personnel Preparation Grants

Nancy Prescott, Director
Connecticut Parent Advocacy Center
5 Church Lane, Suite #4
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089 (voice/TDD)
(800) 445-2722 (CT only)
Fax: 203-739-7460 (call first)
E-mail: cpacinc@aol.com
WWW: members.aol.com/cpacinc/cpac.htm

Mary Beth Bruder, Project Director
Preservice Training of Pediatric Residents (Component 2) and Early Interventionists (Component 3)
Division of Child and Family Studies
UCONN Health Center
Dowling North, MC-6222
263 Farmington Avenue, Suite A-200
Farmington, CT 06032
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1@uchc.edu

Antonia Brancia Maxon, Director
Childhood Hearing Impairment Program: A Ph.D. Training Program for Audiological Specialists in Hearing Impaired Infants, Toddlers, and Preschoolers
Communication Sciences, U-85
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(203) 486-3687
Fax: 203-486-5422
E-mail: maxon@unconnvm.uconn.edu

Antonia Maxon and Marion Cohen
Project Co-Directors
Childhood Hearing Impairment Program: An M.A. Training Program for Audiological Specialists in Hearing Impaired Infants, Toddlers, and Preschoolers
Communication Sciences, U-85
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(860) 486-3687
Fax: 203-486-5422
E-mail: maxon@unconnvm.uconn.edu
cohenm@unconnvm.uconn.edu

BEST COPY AVAILABLE

DELAWARE

3-5 (Section 619) Contact

Martha Toomey, 619 Coordinator
Department of Public Instruction
Townsend Building
P.O. Box 1402
Dover, DE 19903
(302) 739-4667
Fax: 302-739-2388
E-mail: mtoomey@state.de.us

Infant/Toddler (Part H) Contact

Rosanne Griff-Cabelli, Part H Coordinator
Division of Management Services
Department of Health and Social Services
2nd Floor, Room 231
1901 North Dupont Highway
Newcastle, DE 19720
(302) 577-4647
Fax: 302-577-4083

Chair, Interagency Coordinating Council

Jerry Icenogle, ICC Chair
Blue Cross Blue Shield
One Brandywine Gateway
Wilmington, DE 19899
(302) 421-3452
Fax: 302-421-3461
E-mail: jicenogle@bcbsde.com

Personnel Preparation Grants

Marie-Anne Aghazadian, Executive Director
PIC of Delaware, Inc.
700 Barksdale Road, Suite 3
Newark, DE 19711
(302) 366-0152
366-0178 (TDD)
Fax: 302-366-0276

Susan Epps, Project Director
Transdisciplinary, Interagency and Family-Centered Model for Promoting Early Childhood Specialization in Psychology
Division of Psychology
University of Delaware
P.O. Box 269
Wilmington, DE 19899
(302) 651-4558

DEPARTMENT OF DEFENSE DEPENDENT SCHOOLS

Infant/Toddler/Preschool Contact

Carrie Rofenbaker, Instructional Systems Specialist
Special Education
Department of Defense Dependent Schools
4040 North Fairfax Drive
Arlington, VA 22204
(703) 696-4386, ext. 147
Fax: 703-696-8924

DISTRICT OF COLUMBIA

3-5 (Section 619) Contact

Elizabeth White, 619 Coordinator
Goding Elementary School
920 F Street NE
Washington, D.C. 20002-5324
(202) 724-4800
Fax: 202-724-5116

Infant/Toddler (Part H) Contact

Joan Christopher, Part H Coordinator
DC EIP Services
Office of Early Childhood Development
609 H Street NE, 5th Floor
Washington, DC 20002
(202) 727-5930
Fax: 202-727-5971

Chair, Interagency Coordinating Council

Tawara Taylor
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-8635
Fax: 202-687-8899

EEPCD Demonstration Project

Judy Pokorni, Principal Investigator
Developmental Access through Primary Care: The DAP Care Model
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007-3935
(202) 687-8635 (Pokorni)
687-8907 (Brown)
Fax: 202-687-8899
E-mail:
pokornij@gunet.georgetown.edu
brownm4@gunet.georgetown.edu
WWW: http://www.dml.georgetown.edu/depts/pediatrics/gucdc/index.html

EEPCD Inservice Project

Penny Wald, Project Director
Project REALIGN
The George Washington University
Room 416
2134 G Street NW
Washington, DC 20052
(202) 994-6170 (Wald)
E-mail: wald@gwis2.circ.gwu.edu

EEPCD Outreach Projects

Gail Solit, Project Director
Access for All: Collaboration for Comprehensive Child Care for Deaf and Hearing Preschoolers and Their Families
Child Development Center
Gallaudet University
800 Florida Avenue NW
Washington, DC 20002
(202) 651-5130
Fax: 202-651-5531
E-mail: gasolit@gallua.gallaudet.edu
WWW: http://www.gallaudet.edu/~precpweb/child.html

Michael Morris, Project Director
TLC (Technology Learning Collaboration) National Outreach Project (Georgia & Illinois)
United Cerebral Palsy Associations, Inc.
1522 K Street NW, Suite 112
Washington, DC 20005
(202) 842-1266

Research Grants

Jay Chambers, Principal Investigator
Center for Special Education Finance
American Institutes for Research
3333 K Street NW
Washington, DC 20007
(202) 342-5031

Susan Burns, Principal Investigator
Committee on Prevention of Reading Difficulties in Young Children
National Academy of Sciences
HA-178
2101 Constitution Avenue NW
Washington, DC 20418
(202) 334-3377

Michael Kane, Principal Investigator
Technical Support for the Department of Education's Effort for Translating Research Practice for Educating Individuals With Disabilities
Chesapeake Institute
1000 Jefferson Street NW, Suite 400
Washington, DC 20007
(202) 785-9360

Susan Mather, Principal Investigator
Visual Involvement in Literacy: Reading and Discussing Books With 3- to 8-Year-Old Students Who Are Deaf and Hard of Hearing
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5401

Personnel Preparation Grants

Nichelle Ames, Director
COPE
300 I Street NE, Suite 112
Washington, DC 20002
(202) 543-6482
855-1234 (TTY)
(800) 515-COPE
Fax: 202-543-6682
E-mail: cope@erols.com

Kathy Katz, Project Director
A Leadership Training Program to Prepare Doctoral Level Psychologists for a Specialization in Services for Drug-Exposed Infants and Their Families
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-8778
Fax: 202-687-8899

continued

Personnel Preparation Grants, ***continued***

Carol Kochhar, Project Director
Master's Training Program in Traumatic Brain Injury: A Comprehensive Neurodevelopmental Perspective
George Washington University
6th Floor
2121 I Street NW
Washington, DC 20052
(202) 994-1536

Marilyn Sass-Lehrer, Project Director
Preparation of Family-Centered Early Education Specialists of Deaf Children
Department of Education
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5530

Eugene Wiggins, Project Director
Recruiting and Training Minority Students in Speech-Language Pathology to Serve Infants-Toddlers-Preschoolers and Their Families
4200 Connecticut Avenue NW
Washington, DC 20001
(202) 274-6162

Maxine Freund, Project Director
Shifting Paradigms in Clinical Training: Preparing the Early Childhood Educator to Facilitate Inclusion
George Washington University
6th Floor
2121 I Street NW
Washington, DC 20052
(202) 994-1510

Maxine Freund, Project Director
Spanning Boundaries: Doctoral Leadership Training in Early Intervention
Department of Teacher Preparation and Special Education
Georgetown University
2134 G Street NW, Suite 416
Washington, DC 20052
(202) 994-1547
Fax: 202-994-3365
E-mail: mfreund@gwis2.circ.gwu.edu

FEDERATED STATES OF MICRONESIA

3-5 (Section 619) Contact

Makir Keller, Special Education Administrator
Division of Community Services
Department of Human Resources
Office of Education
Mogethin Building
National Government
Federated States of Micronesia
Kolonia, Pohnpei, FM 96941
(691) 320-2302/2647
Fax: 691-320-5263

Ary Kumos, Special Education Coordinator
Department of Education
Box 460
Weno, Chuuk, FM 96942
(691) 330-2202
Fax: (691) 330-2233

Wilson Kephas, Coordinator
Department of Education
Box ED, Kosrae State
Lelu, Kosrae, FM 96944
(691) 370-3189/3208
Fax: 691-370-2045

Casiano Shoniber
Special Education Coordinator
Department of Education
Pohnpei State
Kolonia, Pohnpei, FM 96941
(691) 320-2492
Fax: (691) 320-5510

Gilmoon
Special Education Coordinator
Department of Education
Yap State
Colonia, Yap, FM 96943
(691) 350-2218
Fax: 691-350-2399

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coordinating Council

Not Eligible to Participate

FLORIDA

3-5 (Section 619) Contact

Nancy Thomas, Program Specialist
Pre-Kindergarten Disability Programs
Office of Early Intervention and School Readiness
Division of Public Schools
Florida Department of Education
325 West Gaines Street, Suite 754
Tallahassee, FL 32399-0400
(904) 488-6830
Fax: 904-487-0946
E-mail: thomasn@mail.doe.state.fl.us

Infant/Toddler (Part H) Contact

Fran Wilbur, Director
Division of Children's Medical Services
Florida Department of Health
1309 Winewood Boulevard Building 6
Tallahassee, FL 32399-0700
(904) 487-1546
Fax: 904-488-3813

Janice Kelley, Consultant
Office of Early Intervention and School Readiness
Division of Public Schools
State Department of Education
325 West Gaines Street, Suite 754
Tallahassee, FL 32399-0400
(904) 487-8718
Fax: 904-487-0946

Chair, Interagency Coordinating Council

Katherine Kamiya
Center for Prevention and Early Intervention Policy
1339 East Lafayette Street
Tallahassee, FL 32301-3043
(904) 922-1305
Fax: 904-922-1352

EEPCD Demonstration Project

Mary Frances Hanline and Pam Phelps, Project Co-Directors
Developmentally Appropriate Play-Based Early Intervention/Education for Young Children With Disabilities (Project Play)
Department of Special Education
Florida State University
Stone Building 205
Tallahassee, FL 32306-3024
(904) 644-4880
Fax: 904-644-8715

Lise Fox, Project Director
Individualized Support for Young Children With Severe Problems In Communication and Behavior
Florida Mental Health Institute
13301 Bruce B. Downs Boulevard
MHC 250-A
Tampa, FL 33612-3899
(813) 974-6100
Fax: 813-974-6115
E-mail: fox@hal.fmhi.usf.edu

EEPCD Inservice Projects

Mimi A. Graham and Ann Powell, Project Co-Directors
Short-and Long-Term Solutions for Interdisciplinary Teaming and Inservice Training for Paraprofessionals
Center for Prevention and Early Intervention Policy
1339 East Lafayette Street
Tallahassee, FL 32301-4770
(904) 922-1330
Fax: 904-922-1352

Research Grants

James McKinney, Principal Investigator
Evaluating School-Linked Services for Children With Disabilities and Their Families
College of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124-2040
(305) 284-5388

Marjorie Montague, Principal Investigator
Project Success: Preventing the Development of SED Among Children With Emotional and Behavioral Problems
University of Miami
P.O. Box 248065
Coral Gables, FL 33124-2040
(305) 284-2891

Keith Scott, Principal Investigator
Studies of Infants and Toddlers Prenatally Exposed to Cocaine
University of Miami
Department of Psychology Annex
P.O. Box 249229
Coral Gables, FL 33124-0721
(305) 284-1740, ext. 1101

Rebecca Fewell, Principal Investigator
Mother-Child and Teacher-Child Play With Toddlers Prenatally Exposed to Cocaine
University of Miami
750 Northwest 15th Street
Miami, FL 33136
(305) 243-6517

Patricia Mathes, Principal Investigator
Preventing Early Reading Failure by Enhancing Classroom Technologies: An Analysis of Peer-Assisted Learning Strategies, Computer-Assisted Instruction and Continuous Progress Monitoring in Primary General Education Classrooms
Florida State University
109 HMB Innovation Park
Tallahassee, FL 32306
(904) 644-4880

Kofi Marfo, Principal Investigator
Accessibility to and Utilization of Intervention Services in the First 6 Years: A Longitudinal Study of African-American Families, Services, and Service Agencies
Department of Special Education
University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620
(813) 974-3770

continued

BEST COPY AVAILABLE

Personnel Preparation Grants

Jan LaBelle, Executive Director
Family Network on Disabilities
2735 Whitney Road
Clearwater, FL 34620
(813) 523-1130
(800) 285-5736
Fax: 813-523-8687
E-mail: fnd@gate.net
WWW: www.gate.net/~fnd

Liz Rothlein, Project Director
Early Childhood Special Education
Master's Degree/Endorsement
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102

Liz Rothlein, Project Co-Director
Infant Intervention/Substance Exposed
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102

Vivian Correa, Project Director
Leadership 2000: A Unified Early Childhood and Early Childhood Special Education Doctoral Program
Department of Special Education
G 315 Norman Hall
University of Florida
Gainesville, FL 32611-7050
(904) 392-0701

Vivian Correa, Project Director
Training Early Intervention and Preschool Personnel
Department of Special Education
219 Grinter Hall
University of Florida
Gainesville, FL 32611
(904) 392-0701

Mary Frances Hanline, Project Director
Collaborative Personnel Preparation in Early Childhood Education and Intervention
Department of Special Education
College of Education
Florida State University
Tallahassee, FL 32306-3024
(904) 644-4880
Fax: 904-644-8715

Mary Francis Hanline, Project Director
Leadership Personnel Preparation in Early Childhood Special Education
Department of Special Education
College of Education
Florida State University
Tallahassee, FL 32306
(904) 644-4880
Fax: 904-644-8715

Mary Francis Hanline, Project Director
The Preparation of Personnel to Teach Individuals With Severe Disabilities
Florida State University
205 Stone Building, B-172
Tallahassee, FL 32306
(904) 644-4880

Sandra Lewis, Project Director
The Preparation of Personnel to Teach Individuals With Visual Impairment
Florida State University
Tallahassee, FL 32306
(904) 644-4880

GEORGIA

3-5 (Section 619) Contact

Toni Waylor Bowen, Consultant
Department for Exceptional Children/ Students
Georgia Department of Education
1866 Twin Towers East
Atlanta, GA 30334-5010
(404) 657-9955
Fax: 404-651-6457
E-mail:
tbowen@gadpe..PeachNet.edu

Infant/Toddler (Part H) Contact

Eve Bogan, Director
Wendy Sanders, Coordinator
Local Early Intervention Program Support
Charlotte Duggan, ICC Staff at Part H
Division of Public Health
Department of Human Resources
7th Floor
2 Peachtree Street NE
Atlanta, GA 30303
(404) 657-2727
Fax: 404-657-2763
E-mail:
egb@ph.dhr.state.ga.us (Bogen)
wss@ph.dhr.state.ga.us (Sanders)
cud@ph.dhr.state.ga.us (Duggan)

Chair, Interagency Coordinating Council

Katherine McCormick
Department of Counseling and Clinical Programs
Columbus State University
4225 University Avenue
Columbus, GA 31907-5645
(706) 568-2222
Fax: 706-569-3134
E-mail:
mccormick_katherine@colstate.edu

EEPCD Demonstration Project

Gail McGee, Director
Model for Early Treatment of Toddlers With Autism
Emory Autism Resource Center
718 Gatewood Road
Atlanta, GA 30322
(404) 727-8350
Fax: 404-727-3969

EEPCD Outreach Projects

Sharon Meek, Project Director
TLC (Technology Learning Collaboration) National Outreach Project (Georgia and Illinois)
922 Hearthstone Place
Stone Mountain, GA 30083
(404) 292-8933
Fax: 404-294-0458

Juliann Cripe, Project Co-Director
Inclusion for Young Children With Severe Disabilities in Community Programs
Department of Special Education
Valdosta State University
Valdosta, GA 31698
(912) 333-5932 (Cripe)
Fax: 912-333-7167
E-mail: jwcripe@valdosta.edu
(also see Kansas address)

Research Grant

Gail McGee, Principal Investigator
Rethinking Social Interventions for Young Children With Autism
Emory Autism Research Center
Emory University
718 Gatewood Road
Atlanta, GA 30322
(404) 727-8350

Personnel Preparation Grants

Elizabeth Straka, Project Director
Interdisciplinary Preservice Specialization Project: (IPSP) Training Early Intervention Personnel to Provide Part H Services
Department of Communication Sciences and Disorders
593 Aderhold Hall
The University of Georgia
Athens, GA 30602-3622
(706) 542-6093

David Gast, Project Director
Development and Behavior Disabilities Personnel Preparation Project
Department of Special Education
University of Georgia
621 Boyd
Athens, GA 30602
(706) 542-5069

Linda Shepard, Manager
Parents Educating Parents — Georgia
P.O. Box 43663
Atlanta, GA 30336
(770) 732-1122
Fax: 770-732-6050
E-mail: PEPARC@aol.com
WWW: members.aol.com/PEPARC/index.html

Katherine Heller, Project Director
Training Personnel for the Education of Students With Visual Impairments and/or Deaf-Blind
Georgia State University
Atlanta, GA 30303
(404) 651-2310

Charles Campbell, Project Director
Development, Field Test, and Evaluation of a CD-R Prototype for Nonaversive Behavior Intervention for Young Children
School of Education
Valdosta State University
Valdosta, GA 31698
(912) 333-5932

Personnel Preparation Grants, *continued*

Julie Lee, Project Director
Infant/Toddler Specialization: Rural Interdisciplinary Collaborative Services
College of Education
Valdosta State University
1500 North Paterson Street
Valdosta, GA 31698-0102
(912) 333-5932

GUAM

3-5 (Section 619) Contact

Vincent T. Leon Guerrero, Associate Superintendent
Cathy Tydingco, Preschool Program Coordinator
Early Childhood Special Education
Department of Education
P.O. Box DE
Agana, GU 96932
(671) 475-0549
Fax: 671-475-0562

Elaine Eclavea, Early Intervention Initiative Coordinator
Guam University Affiliated Program
House #11, Dean's Circle
UOG Station
Mangilas, GU 96923
(671) 735-2488
Fax: 671-734-5709

Infant/Toddler (Part H) Contact

Vincent T. Leon Guerrero, Associate Superintendent
Leilani Nishimura, Program Director
Patricia Montanoa, Program Coordinator
Part H Program
Division of Special Education
Department of Education
P.O. Box DE
Agana, GU 96932
(671) 475-0549
Fax: 671-475-0562

Elaine Eclavea, Early Intervention Initiative Coordinator
University Affiliated Program
House #11, Dean's Circle
UOG Station
Mangilas, GU 96923
(671) 735-2488
Fax: 671-734-5709

Chair, Interagency Coordinating Council

Mamie C. Balajadia
Department of Mental Health and Substance Abuse
790 Gov. Carlos Camacho Road
Tamuning, GU 96911
(671) 647-5440
Fax: 671-649-6948

HAWAI'I

3-5 (Section 619) Contact

Michael Fahey, 619 Coordinator
Special Needs Branch
Department of Education, Box 2360
3430 Leahi Avenue
Honolulu, HI 96815
(808) 733-4840
Fax: 808-733-4841
E-mail:
michael_fahey@notes.k12.hi.us

Infant/Toddler (Part H) Contact

Jean Johnson, Project Coordinator
Zero-to-3 Hawai'i Project
Pan Am Building
1600 Kapiolani Boulevard, Suite 925
Honolulu, HI 96814
(808) 957-0066
Fax: 808-946-5222
E-mail: jeanj@hawaii.edu

Alan Taniguchi, Chief
Special Health Needs Branch/DOH
741 Sunset Avenue
Honolulu, HI 98616
(808) 732-3197
Fax: 808-732-8580

Chair, Interagency Coordinating Council

Ha'aheo Mansfield
655 A Analu Street
Honolulu, HI 96817
(808) 595-2783 (home)
847-3285 (work)

EEPCD Demonstration Projects

Jean Johnson, Project Coordinator
Project Kako'o
Department of Health
1600 Kapiolani, Suite 1401
Honolulu, HI 96814
(808) 942-8223
Fax: 808-946-5222

EEPCD Outreach Project

Robert Stodden, Principal Investigator
Dotty Kelly, Outreach Trainer
Pacific Outreach Project to Provide and Improve Services for Culturally Diverse Children Ages Birth to 8 With Disabilities Using a Family-Centered Transdisciplinary Transagency Service
Hawai'i University Affiliated Program
University of Hawai'i at Manoa
1110 University Avenue, Suite 302
Honolulu, HI 96822
(808) 956-9199 (Stodden)
956-6449 (Kelly)
Fax: 808-956-4734
E-mail: dorthykp@hawaii.edu
stodden@hawaii.edu
(also see Massachusetts address)

Research Grants

Beppie Shapiro, Principal Investigator
Evaluation of Part H Child Find
Hawai'i Department of Health
1600 Kapiolani Boulevard, Suite 1401
Honolulu, HI 96814
(808) 942-8223

Linda McCormick, Project Director
Na Lei Kamali'i (Special Young Child)
University Affiliated Program
University of Hawai'i
1776 University Avenue, UA4-6
Honolulu, HI 96822
(808) 956-4459

Personnel Preparation Grant

Jennifer Schember-Lang, Executive Director
AWARE/Learning Disability Association of Hawai'i
200 North Vineyard Boulevard, Suite 310
Honolulu, HI 96817
(808) 536-9684 (voice/TDD)
Fax: 808-537-6780

IDAHO

3-5 (Section 619) Contact

Jane Brennan, Specialist
Idaho Department of Education
P.O. box 83720
Boise, ID 83720-0027
(208) 332-6915
Fax: 208-334-4664
E-mail: jkbrenn@sde.state.id.us

Infant/Toddler (Part H) Contact

Mary Jones, Project Manager
Bureau of Developmental Disabilities
Department of Health and Welfare
450 West State Street, 7th Floor
Boise, ID 83720
(208) 334-5531
334-5523 (Jones)
Fax: 208-334-6664
E-mail: jonesm@dhw.state.id.us

Chair, Interagency Coordinating Council

Sally Snodgrass
5250 Sorrento
Boise, ID 83704
(208) 375-9068
Fax: 208-334-6664

EEPCD Inservice Project

Jennifer Olson, Project Director
Inservice Training Grant That Develops, Delivers, Evaluates, and Disseminates an Inservice Training Model for Teams of Collaborating Public School and Head Start Preschool Teachers
ICDD
University of Idaho
129 West Third Street
Moscow, ID 83843
(208) 885-3588
Fax: 208-885-3628

Research Grant

Julie Foder-Davis, Principal Investigator
Research on Treating Aggression in Young Children
Center on Developmental Disabilities
University of Idaho
129 West Third
Moscow, ID 83843
(208) 885-3559

Personnel Preparation Grants

Debra Johnson, Executive Director
Idaho Parents Unlimited, Inc.
Parent Education Resource Center
4696 Overland Road, Suite 478
Boise, ID 83705
(208) 342-5884 (voice/TDD)
(800) 242-4785
Fax: 208-342-1408
E-mail: ipul@rmci.net

Thomas Longhurst, Project Director
Idaho Preschool Speech-Language Pathologist (SLP) Project
Department of Speech and Audiology
Idaho State University
921 South Eighth Avenue
Pocatello, ID 83209-8046
(208) 236-2204

Thomas Longhurst, Project Director
Intermountain Hearing Impaired Partnership (I-HIP)
Idaho State University
921 8th Avenue
Pocatello, ID 83209
(208) 236-2204

ILLINOIS

3-5 (Section 619) Contact

Pam Reising, Senior Consultant
Department of Special Education
State Board of Education
100 North First Street, S-233
Springfield, IL 62777-0001
(217) 524-4835
Fax: 217-785-7849
E-mail: preising@spr6.isbe.state.il.us
WWW: http://www.isbe.state.il.us/homepage.html

Infant/Toddler (Part H) Contact

Kay Henderson, Coordinator
State Board of Education
100 North First Street E-216
Springfield, Il 62777
(217) 524-4835
Fax: 217-782-0372

Audrey Witzman, Senior Consultant
State Board of Education
100 West Randolph Street, C-14300
Chicago, IL 60601
(312) 814-5560
Fax: 312-814-2282
E-mail: awitzman@chi.isbe.state.il.us

Chair, Interagency Coordinating Council

Maureen Patrick
5100 Sout Hyde Park Boulevard
Apartment 1A
Chicago, IL 60615
(773) 702-1152
Fax: 773-702-0874
E-mail:
mpatrick@midway.uchicago.edu

EEPCD Demonstration Projects

Susan Fowler, Project Director
Beverly Lewman, Project Coordinator
SPARK!
Children's Research Center
51 Gerty Drive, Room 88
Champaign, IL 61820
(217) 333-0689
Fax: 217-333-5847 (Fowler)
244-7732 (Lewman)
E-mail: s-fowler@uiuc.edu
b-lewman@uiuc.edu
WWW: http://www.ed.uiuc.edu/coe/sped/spark/

Patricia Hutinger, Project Director
Linda Robinson, Coordinator
The Early Childhood Interactive Technology Literacy Curriculum Project (ITLC)
College of Education
Western Illinois University
27 Horrabin Hall
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: PL-hutinger@wiu.edu
MFLMR@wiu.edu

Patricia Hutinger, Director
Joyce Johanson, Project Coordinator
Expressive Arts Project
College of Education
Western Illlinois University
27 Horrabin Hall
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: PL-Hutinger@wiu.edu
jk-Johanson@wiu.edu

EEPCD Outreach Projects

Susan Fowler, Project Director
Family and Child Transitions Into Least Restrictive Environment (FACTS/LRE)
Children's Research Center
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, IL 61820
(217) 333-4123
Fax: 217-244-7732
E-mail: sfowler@staff.uiuc.edu
WWW: http://www.ed.uiuc.edu/coe/sped/facts.html

Jeanette McCollum, Principal Investigator
Tweety Yates, Project Director
PIWI Outreach: Facilitating Development Through Parent-Infant Play Groups
Children's Research Center
51 Gerty Drive, Room 61
Champaign, IL 61820
(217) 333-4123
Fax: 217-333-6555

Patricia Hutinger, Project Director
TTAP (Technology Team Assessment Process)
Western Illinois University
27 Horrabin Hall
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: PL-Hutinger@wiu.edu

EEPCD Research Institute

Susan Fowler and Lilian Katz, Co-Principal Investigators
Early Childhood Research Institute for Culturally and Lingusitically Appropriate Services (CLAS)
Children's Research Center
University of Illinois
51 Gerty Drive
Champaign, IL 61820-7469
(217) 333-4123
Fax: 217-244-7732
E-mail: s-fowler@uivc.edu
(also see Virginia and Wisconsin addresses)

Research Grants

James Kahn, Principal Investigator
Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation
Early Childhood Research and Intervention Program
University of Illinois at Chicago
1640 West Roosevelt Road
Chicago, IL 60608
(312) 413-1563

Patricia Hutinger, Principal Investigator
The Early Childhood Comprehensive Technology System (ECCTS)
Western Illinois University
Horrabin Hall, Room 27
Macomb, IL 61455
(309) 298-1634

42

continued

Research Grants, *continued*

Patricia Hutinger, Principal Investigator
The Early Childhood Emergent Literacy Technology Project
Western Illinois University
Room 27 Horrabin Hall
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: PL-Hutinger@wiu.edu

Personnel Preparation Grants

Millicent Kushner, Project Director
Michaelene Ostrosky, Project Director
CASEI Project: Consultation and Administration Specialists in Early Intervention
Department of Special Education
288 Education Building
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

Michaelene Ostrosky, Project Director
Personnel for Integrated Early Childhood Environments
Department of Special Education
University of Illinois
801 South Wright Street
Champaign, IL 61820
(217) 333-0260

Jeanette McCollum, Project Director
Project TRIAD: Relationships as the Foundation of Early Intervention Efficacy: A Curriculum to Assist Trainers of Early Intervention Personnel
College of Education
109 Coble Hall
University of Illinois
801 South Wright Street
Champaign, IL 61820
(217) 333-0260

Donald Moore, Project Director
Designs for Change
6 North Michigan Avenue, Suite 1600
Chicago, IL 60602
(312) 857-9292, or -1013
800-851-8728 (for IL parents)
Fax: 312-857-9299
E-mail: DFC1@aol.com

Charlotte Des Jardins, Project Director
Family Resource Center on Disabilities
20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(312) 939-3513
939-3519 (TDD/TTY)
Fax: 312-939-7297

Maria Elena Rodriguez-Sullivan
National Center for Latinos With Disabilities
1921 South Blue Island
Chicago, IL 60608
(312) 666-3393
Fax: 312-666-1787

Deb Kunz, Project Director
Family T.I.E.S. Network
830 South Spring Street
Springfield, IL 62704
(800) 865-7842
Fax: 217-544-6018
E-mail: ftiesn@aol.com

BEST COPY AVAILABLE

INDIANA

3-5 (Section 619) Contact

Sheron Cochran, 619 Coordinator
Division of Special Education
Indiana Department of Education
Room 229 State House
Indianapolis, IN 46204-2798
(317) 232-0570 or -9500
Fax: 317-232-0589
E-mail: cochra@speced.state.in.us

Infant/Toddler (Part H) Contact

Maureen Greer, Part H Director
First Steps
Bureau of Child Development
Division of Family and Children
402 West Washington Street, W-386
Indianapolis, IN 46204
(317) 232-2291 (program)
232-2429 (Greer)
Fax: 317-232-7948
E-mail: mgreer@fssa.state.in.us

Chair, Interagency Coordinating Council

Dawn Carlson
500 8th Avenue
Terre Haute, IN 47804
(812) 231-8342
Fax: 812-231-8208
E-mail: dccarlson@aol.com

Personnel Preparation Grant

Richard Burden
IN*SOURCE
809 North Michigan Street
South Bend, IN 46601-1036
(219) 234-7101
(800) 332-4433 (voice/TDD) (IN only)
Fax: 219-234-7279
E-mail:
insource@inspeced.ccmail.compuserve.com

IOWA

3-5 (Section 619) Contact

Dee Gethmann, ECSE Consultant
Bureau of Special Education
State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-5502
Fax: 515-242-6019
E-mail: dgethma@max.state.ia.us

Infant/Toddler (Part H) Contact

Lynda Pletcher, Coordinator
Part H Program
Bureau of Special Education
State Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146
(515) 281-7145
Fax: 515-242-5988
E-mail: lpletch@max.state.ia.us

Chair, Interagency Coordinating Council

Paul Greene
335 Columbia Circle
Waterloo, IA 50701
(319) 232-9418

EEPCD Demonstration Project

Lorna Volmer and Martin Ikeda, Co-Investigators
Development, Testing, and Dissemination of Nonaversive Techniques For Working With Autism: Demonstration of a "Best Practices" Model for Parents and Teachers
Heartland AEA
6500 Corporate Drive
Johnston, IA 50131-1603
(515) 270-9030, ext. 4363 (Volmer)
ext. 4494 (Ikeda)
Fax: 515-270-5383
E-mail: lvolmer@aea11.k12.ia.us
mikeda@aea11.k12.ia.us

Personnel Preparation Grants

Carla Peterson, Project Director
School Psychologists in Early Childhood Services (SPECS) Training Project
Department of Human Development and Family Studies
101 Child Development Building
Iowa State University
Ames, IA 50011
(515) 295-3040

Marion Panyan, Project Director
Dual Endorsement Training: Early Childhood Special Education and Pre-K/Kindergarten
Department of Special Education
School of Education and Human Services
Fine Arts Center
Drake University
Des Moines, IA 50311
(515) 271-4124

Cheryl Johnson
Iowa Pilot Parents
33 North 12th Street
Fort Dodge, IA 50501
(515) 576-5870
(800) 952-4777 (parents only)
Fax: 515-576-8209
E-mail:
stuh100w@wonder.em.cdc.gov

Richard Hurtig, Project Director
Specialized Training Program in Audiologic Aspects of Early Intervention
Department of Speech Pathology and Audiology
119 WJSCH
University of Iowa
Iowa City, IA 52242
(319) 335-8718

KANSAS

3-5 (Section 619) Contact

Carol Dermyer, Early Childhood Director
Special Education Administration
State Department of Education
120 East 10th Avenue
Topeka, KS 66612-1182
(913) 296-7454
Fax: 913-296-7933
E-mail: cdermyer@smtpgw.ksbe.state.ks.us
WWW: http://www.ksbe.state.ks.us

Infant/Toddler (Part H) Contact

Jayne Garcia, Part H Coordinator
Kansas Infant Toddler Program
State Department of Health and Environment
10th Floor
Landon State Office Building
900 SW Jackson
Topeka, KS 66612-1290
(913) 296-6135 or -6136
Fax: 913-296-8626

Chair, Interagency Coordinating Council

Laura K. Clark
600 Minnesota Avenue
Kansas City, KS 66101
(913) 551-3700
Fax: 913- 551-3706

EEPCD Outreach Projects

Judith Carta, Project Director
Jeanie Schiefelbusch, Project Coordinator
Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments
Juniper Gardens Children's Project
University of Kansas
650 Minnesota, 2nd Floor
Kansas City, KS 66101
(913) 321-3143
Fax: 913-371-8522
E-mail: carta@kuhub.cc.ukans.edu

David Lindeman, Project Co-Director
STAIRS Outreach Project
Kansas University Affiliated Program
2601 Gabriel
Parsons, KS 67357
(316) 421-6550 ext 1859
Fax: 316-421-6550 ext 1702
E-mail: dlindeman@parsons.lsi.ukans.edu
(also see Connecticut address)

Barbara Thompson, Project Co-Director
Deann Lovell, Project Coordinator
Inclusion for Young Children With Severe Disabilities in Community Programs
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954 (Thompson)
864-0685 (Lovell)
Fax: 913-864-4149
(also see Georgia address)

EEPCD Research Institute

Judith Carta and Charlie Greenwood Co-Principal Investigators
Early Childhood Research Institute on Measuring Growth and Develpment
Juniper Gardens Children's Project
University of Kansas
650 Minnesota Avenue, 2nd Floor
Kansas City, KS 66101
(913) 321-3143
Fax: 913-371-8522
E-mail: carta@kuhub.cc.ukans.edu
WWW: http://www.ici.coled.umn.edu:8001/ecri
(also see Minnesota and Oregon addresses)

Research Grants

Judith Carta, Principal Investigator
A Longitudinal Study of Risk and Protective Factors Affecting the Development of Children Prenatally Exposed to Illicit Drugs and Alcohol
Juniper Gardens Children's Project
University of Kansas
650 Minnesota, 2nd Floor
Kansas City, KS 66101
(913) 321-3143
Fax: 913-371-8522
E-mail: carta@kuhub.cc.ukans.edu

Doug Guess and Jane Rues, Principal Investigators
Longitudinal Assessment of Emerging Behavior State Patterns Among Infants and Children With Severe and Profound Disabilities
University of Kansas
1052 Dole
Lawrence, KS 66045
(913) 864-4954

Personnel Preparation Grants

Lynn Hayes, Project Director
Project Deaf Education
University of Kansas Medical Center
3901 Rainbow Boulevard
Kansas City, KS 66160
(913) 588-5750

Lynn Hayes, Project Director
Training Interdisciplinary and Minority Educators for Early Childhood Special Education
University of Kansas Medical Center
3901 Rainbow Boulevard
Kansas City, KS 66160
(913) 588-5750

Ann Turnbull, Project Director
Doctoral Training Program in Families and Disability: Focusing on Transition, Goals 2000, and Multiculturalism in Preparing Special Education Leadership Personnel
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-7600

Barbara Thompson, Project Director
Establishing a Blended Early Childhood and Early Childhood Special Education Undergraduate Program and Restructuring the Current Early Childhood Special Education Program
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954

continued

Personnel Preparation Grants, *continued*

Mabel Rice, Project Director
Integrated Interdisciplinary Leadership Personnel Training for Early Childhood Language Intervention
Institute of Life Span Studies
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4570

Jeanne Kleinhammer, Project Director
University of Kansas School Psychology/Early Childhood Special Education Personnel Preparation Project
Institute of Life Span Studies
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4950

Sharon Rosenkoetter, Project Director
ACCK Early Intervention Preservice Grant
Association Colleges of Central Kansas
210 South Main
McPherson, KS 67460
(316) 241-5150, ext. 116

Sharon Rosenkoetter, Project Director
Right from the Start: Partners in Education
Department of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754

Connie Zienkewicz, Director
Families Together, Inc.
501 Jackson, Suite 400
Topeka, KS 66603
(888) 815-6364
(800) 264-6343 (KS parents only)
316-945-7747 voice/TDD
Fax: 316-945-7795

Nancy McKellar, Project Director
Wichita State University School of Psychology Early Intervention Project
College of Education
Wichita State University
1845 Fairmount
Wichita, KS 67260-0123
(316) 978-6385

KENTUCKY

3-5 (Section 619) Contact

Barbara Singleton, 619 Coordinator
Division of Preschool Services
Kentucky Department of Education
Capitol Plaza Tower, 16th Floor
500 Mero Street
Frankfort, KY 40601
(502) 564-7056
Fax: 502-564-6771
E-mail: bsinglet@kde.state.ky.us
WWW: http://www.kde.state.ky.us

Infant/Toddler (Part H) Contact

Jim Henson, Part H Coordinator
Division of Mental Retardation
Department of Mental Health and Mental Retardation Services
275 East Main Street
Frankfort, KY 40621
(502) 564-7722
Fax: 502-564-3844

Chair, Interagency Coordinating Council

Vicki Stayton
Department of Teacher Education
360-TPH
College of Education
Western Kentucky University
Bowling Green, KY 42101
(502) 745-4641 or 6111
Fax: 502-745-6474

EEPCD Demonstration Project

Denise Kaiser, Project Director
Darlene Hilsenbeck, Project Coordinator
The RIDE Project Reaching Individuals With Disabilities Early
Ohio Valley Educational Cooperative
205 Parker Drive
LaGrange, KY 40031
(502) 222-4573
Fax: 502-222-5912

EEPCD Outreach Project

Linda Flynn, Project Director
Western Regional Faculty Institute for Training (WRFIT)
310 TPH
Western Kentucky University
Bowling Green, KY 42101
(502) 745-4615
Fax: 502-745-2939
E-mail: Linda.Flynn@wku.edu
(also see Colorado address)

Beth Rous, Principal Investigator
Project STEPS: National Outreach
University of Kentucky
126 Mineral Industries Building
Lexington, KY 40506-0051
(606) 257-9115
Fax: 606-257-4353
E-mail: brous@ihdi.ihdi.uky.edu
WWW: http://www.ihdi.uky.edu/hdiprojects.htm

Personnel Preparation Grants

Vicki Stayton, Project Director
Preparation of Early Childhood Personnel
Department of Teacher Education
Western Kentucky University
360 Tate Page Hall
Bowling Green, KY 42101
(502) 745-3899

M.L. Hemmeter, Project Director
Preparing Early Childhood Educators as Specialists in Emotional and Behavioral Disorders
University of Kentucky
105 Kinkead Hall
Lexington, KY 40506
(606) 257-7905

Paulette Logsdon, Director
Family Training and Information Center
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
(502) 456-0923 (voice/TDD)
(800) 525-7746
Fax: 502-456-0893
E-mail: frame@msn.com

LOUISIANA

3-5 (Section 619) Contact

Janice Zube, 619 Coordinator
Preschool Programs
Office of Special Education Services
State Department of Education
626 North Fourth Street
P.O. Box 94064
Baton Rouge, LA 70804-9084
(504) 763-3555
Fax: 504-763-3553
E-mail: jzube@mail.doe.state.la.us

Infant/Toddler (Part H) Contact

Evelyn Johnson, Part H Coordinator
Office of Special Education Services
State Department of Education
P.O. Box 94064
Baton Rouge, LA 70804-9064
(504) 763-3540
Fax: 504-763-3553
E-mail: EJohnsod@mail.doe.state.la.us

Chair, Interagency Coordinating Council

Rep. Renee Pratt
1636 Toledano Street, Suite 304
New Orleans, LA 70115
(504) 896-1307

Personnel Preparation Grants

Leah Knight, Director
Project PROMPT
UCPA of Greater New Orleans
4323 Division Street, Suite 110
Metairie, LA 70124-3179
(504) 888-9111
(800) 766-7736 (parents only)
Fax: 504-888-0246
E-mail: fhfgno@ix.netcome.com

MAINE

3-5 (Section 619) Contact

Joanne C. Holmes, 619 Coordinator
Child Development Services
State House Station #146
Augusta, ME 04333
(207) 287-3272
Fax: 207-287-5900
E-mail: jph@ime.net

Infant/Toddler (Part H) Contact

Joanne C. Holmes, Part H Coordinator
Child Development Services
State House Station #146
Augusta, ME 04333
(207) 287-3272
Fax: 207-287-5900
E-mail: jph@ime.net

Chair, Interagency Coordinating Council

Helen Zidowecki
Division of Health Planning
35 Anthony Avenue
Augusta, ME 04333-0011
(207) 624-5424
Fax: 207-624-5470

Personnel Preparation Grants

Janice LaChance and Margaret Squires
Special Needs Parent Information
P.O. Box 2067
Augusta, ME 04338-2067
(207) 582-2504
(800) 325-SPIN (voice/TDD)
(ME only)
Fax: 207 582-3638

Susan Riley, Project Director
M.A. Communication Disorders
Graduate Program
Department of Communication
Disorders
5751 Coburn Hall
University of Maine
Orono, ME 04469
(207) 581-2014

REPUBLIC OF THE MARSHALL ISLANDS (MH)

3-5 (Section 619) Contact

Kanchi Hosia, Coordinator
Special Education Coordinator
Department of Education
Box 3179
Republic of the Marshall Islands
Majuro, Marshall Islands, MH 96960
(692) 625-3559
Fax: 692-625-3681

Infant/Toddler (Part H) Contact

Not Eligible to Participate

Chair, Interagency Coordinating Council

Not Eligible to Participate

MARYLAND

3-5 (Section 619) Contact

Nancy Vorobey, EC Staff Specialist/619 Coordinator
Infant and Toddler/Preschool Services Branch
Division of Special Education
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(410) 767-0261
767-0234 (Vorobey)
Fax: 410-333-8165

Infant/Toddler (Part H) Contact

Harriet Rosin, Technical Specialist
Infants and Toddlers Program
Department of Education
Division of Special Education
200 West Baltimore Street, 4th Floor
Baltimore, MD 21201
(410) 767-0261
Fax: 410-767-0273

Chair, Interagency Coordinating Council

Katherine K. Cooper, ICC Co-Chair (parent)
710 Idlewild Road
Bel Air, MD 21014
(410) 838-9015

Position Vacant, Co-Chair (professional)

EEPCD Research Institute

Paula Beckman, Co-Investigator
Early Childhood Research Institute on Inclusion
Department of Special Education
1308 Benjamin Building
University of Maryland
College Park, MD 20742
(301) 405-6513
Fax: 301-314-9158
E-mail: paula_j_beckman@umail.umd.edu
(also see California, North Carolina, Tennessee, and Washington addresses)

Research Grant

Marsha Brauen, Principal Investigator
Technical Assistance in Data Analysis, Evaluation, and Report Preparation
WESTAT
1650 Research Boulevard
Rockville, MD 20850-3129
(301) 251-3129

Personnel Preparation Grants

Deborah Carran, Project Director
Applied Leadership in Special Education Personnel
Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(410) 516-8273

Lawrence A. Larsen, Project Director
Graduate Program in Infant/Young Child Mental Health for Related Services Personnel
Johns Hopkins University
100 Whitehead Hall
3400 North Charles Street
Baltimore, MD 21218
(410) 516-8273

Janeen Taylor, Project Director
Hopkins Mentor Program: Early Intervention and Early Childhood Special Education Personnel Preparation
School of Continuing Studies
Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(410) 290-1777

Janeen Taylor, Project Director
Partnership for Preparation of Early Intervention and Preschool Special Education Specialists
Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(410) 516-8273

Paula Beckman, Project Director
Family Specialization in Special Education
Department of Special Education
1308 Benjamin Building
University of Maryland
College Park, MD 20742
(301) 405-6513

continued

Personnel Preparation Grants, *continued*

Paula Beckman, Project Director
Master's Program in Early Childhood Special Education
Department of Special Education
Room 2100 Lee Building
University of Maryland
College Park, MD 20742
(301) 405-6492

Beth Harry and Joan Lieber, Project Co-Directors
Master's Program in Urban Early Childhood Special Education
Department of Special Education
1308 Benjamin Building
University of Maryland
College Park, MD 20742
(301) 405-6465

Paula Beckman, Project Director
Training for Infant/Family Specialists for Infants/Toddlers at Multiple Risk for Disability
Department of Special Education
1308 Benjamin Building
University of Maryland
College Park, MD 20742
(301) 405-6513

Josie Thomas, Director
Parents' Place of Maryland, Inc.
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900 (voice/TDD)
Fax: 410-712-0902
E-mail: parplace@aol.com

Dawn C. Ellis, Project Director
Building Bridges: An Inservice Education Program for Speech-Language Pathologists, Audiologists, and Preschool Personnel
Professional Practices Department
American Speech Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700, ext. 108

Diane Brown, Project Director
Project MEET: Innovative Models and Effective Educational Tools to Prepare Personnel to Serve Children With Severe Communication and Multiple Disabilities
Professional Practices Department
American Speech Language Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700

BEST COPY AVAILABLE

MASSACHUSETTS

3-5 (Section 619) Contact

Elisabeth Schaefer, Director
Early Childhood Programs
State Department of Education
350 Main Street
Malden, MA 02148
(617) 388-3300, ext. 341
Fax: 617-388-3394
E-mail: eschaefer@doe.mass.edu
WWW: http://info.doe.mass.edu

Infant/Toddler (Part H) Contact

Ron Benham, Part H Coordinator and Director of Early Intervention
Early Intervention Services
Department of Public Health
250 Washington Street, 4th Floor
Boston, MA 02108-4619
(617) 624-5070
624-5969 (Benham)
Fax: 617-624-5990

Chair, Interagency Coordinating Council

Thomas R. Miller
Educational Supervisor
Preschool Services
Perkins School for the Blind
175 North Beacon Street
Watertown, MA 02172
(617) 924-3434
Fax: 617-923-8076

EEPCD Demonstration Project

Karen Sheaffer, Project Director
Project Child Care 2000— Enhanced Child Care Resource and Referral Services for Children With Low Incidence Disabilities
Office for Children
One Ashburton Place, Room 1111
Boston, MA 02108
(617) 727-8900, ext. 111
Fax: 617-727-0528

EEPCD Inservice Project

Evelyn Hausslein, Project Director
Glenn Gabbard, Project Coordinator
ICC Parent Training and Technical Assistance Project
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915
Fax: 617-695-2939
E-mail: evelynh@fcsn.org
ggabbard@fcsn.org
WWW: http://www..fscn.org/

EEPCD Outreach Projects

Heidelise Als, Project Director
Earliest Intervention: Setting the Stage for Success
Enders Pediatric Research Labs
The Children's Hospital
320 Longwood Avenue
Boston, MA 02115
(617) 355-8249
Fax: 617-355-7230
E-mail: als@a1.tch.harvard.edu

Geneva Woodruff, Project Director
Pacific Outreach Project to Provide and Improve Services for Culturally Diverse Children Ages Birth to 8 With Disabilities Using a Family-Centered Transdisciplinary Transagency Service
25 Monmouth Court
Brookline, MA 02146
(617) 232-0600
Fax: 617-735-1888
(also see Hawai'i address)

Research Grant

Frank Garfunkel, Principal Investigator
Inclusion of Students With Disabilities in Diverse Schools
Trustees of Boston University
881 Commonwealth Avenue
Boston, MA 02215
(617) 353-3851

Personnel Preparation Grants

Artie Higgins, Director
Federation for Children with Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915
(800) 331-0688 (MA only)
Fax: 617-695-2939

David Luterman, Director
Language Intervention Training for Minority Speech-Language Pathologists Serving Infants, Toddlers, and Preschoolers
Emerson College
100 Beacon Street
Boston, MA 02116
(617) 824-8500, ext 8306

Barry Prizant, Project Director
Training of Speech-Language Pathologists: Young Children of Diverse Cultural Backgrounds Who Are Living in Poverty
Emerson College
100 Beacon Street
Boston, MA 02116
(617) 578-8732

Allison Gottlieb, Project Director
Interdisciplinary Training in Special Needs: A Multicultural Emphasis
Eunice Kennedy Shriver Center
200 Trapelo Road
Waltham, MA 02254
(617) 642-0238

MICHIGAN

3-5 (Section 619) Contact

Carol Regnier, Coordinator
Special Education Services
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-2949
Fax: 517-373-7504

Infant/Toddler (Part H) Contact

Jacquelyn Thompson, Part H Coordinator
Early On Michigan
Health and Early Childhood Unit
State Department of Education
P.O. Box 30008
Lansing, MI 48909
(517) 373-8483 or -6335
Fax: 517-373-1233
E-mail: thompjac@state.mi.us

Chair, Interagency Coordinating Council

Mac Miller, SICC Chair
Livingston County CMH Services
206 South Highlander Way
Howell, MI 48843
(517) 546-4126
Fax: 517-546-1300

Research Grant

Carol Englert, Principal Investigator
The Development and Evaluation of an Early Intervention Program for Non-Readers and Non-Writers
334 Erickson Hall
Michigan State University
CEPSE
East Lansing, MI 48824-1034
(517) 355-1835

Personnel Preparation Grants

Sue Pratt
Citizens Alliance to Uphold Special Education
3303 West Saginaw Street, Suite F1
Lansing, MI 48917-2303
(517) 886-9167
(800) 221-9105 (MI only)
Fax: 517-886-9775

Martha Wilson and Barbara Cardinal, Project Directors
Parents Training Parents Project
UCP/Parents Are Experts
23077 Greenfield Road, Suite 205
Southfield, MI 48075-3744
(810) 557-5070 (voice/TDD)
Fax: 810 557-4456
E-mail: UCPDetroit@aol.com

MINNESOTA

3-5 (Section 619) Contacts

Robyn Widley and Michael Eastman, Early Childhood Specialists
Minnesota Department of Children, Families & Learning
Capitol Square Building, Room 986
550 Cedar Street
St. Paul, MN 55101
(612) 296-5007 (Widley)
297-3056 (Eastman)
Fax: 612-296-5076 (Widley)
296-5147 (Eastman)
E-mail: robyn.widley@state.mn.us
michael.eastman@state.mn.us

Infant/Toddler (Part H) Contacts

Jan Rubenstein, Coordinator
Interagency Early Intervention Project
Minnesota Department of Children, Families & Learning
Capitol Square Building, Room 987
550 Cedar Street
St. Paul, MN 55101
(612) 296-7032
Fax: 612-296-5076
E-mail: jan.rubenstein@state.mn.us

Sheryl Sanderson, Part H Planner
IPPYCH
Department of Health
P.O. Box 9441
717 Delaware Street SE
Minneapolis, MN 55440
(612) 623-5489
Fax: 612-623-5442
E-mail: sheryl.sanderson@health.state.mn.us

Sue Benolken, Part H Planner
Department of Human Services
444 Lafayette Road
St. Paul, MN 55155-3832
(612) 296-2612
Fax: 612-297-1949
E-mail: Sue.M.Benolken@state.mn.us

Chair, Interagency Coordinating Council

Judy Swett, ICC Chair
1126 Blair Avenue
St. Paul, MN 55104-2001
(612) 642-9533 (home)
Fax: 612-642-9533 (call first)

EEPCD Demonstration Project

Paula Goldberg, Project Director
Brenda Carlson, Project Coordinator
Building Inclusion in the Early Childhood Classroom Through the Use of Cultural Sensitivity and the Use of Assistive Technology
Project KITE: Kids Included through Technology are Enriched
PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966 ext. 262
Fax: 612-827-3065
E-mail: mnkite@edu.gte.net
WWW: http://www.pacer.org/kite/kite.htm

EEPCD Outreach Projects

Linda Kjerland, Project Director
Project Dakota Outreach to Disseminate and Replicate Family-Centered, Community-Based Early Intervention Practices
Lifeworks
1380 Corporate Center Curve # 305
Eagan, MN 55121
(612) 454-2732
Fax: 612-454-3174
E-mail: projectdakota@lifeworks.org
lkk@lifeworks.org (Kjerland)

Mary McEvoy, Project Director
Joe Reichle, Co-Investigator
Kathleen Feeley, Project Coordinator
Replication and Dissemination of a Technical Model to Prevent Challenging Behavior in Young Children
University of Minnesota
215 Pattee Hall
150 Pillsbury Drive
Minneapolis, MN 55455
(612) 624-5780
Fax: 612-625-6619
E-mail: mary@vx.acs.umn.edu

EEPCD Research Institute

Scott McConnell and Mary McEvoy Co-Principal Investigators
Jeff Priest, Coordinator
Early Childhood Research Institute on Measuring Growth and Development
Institute on Community Integration
University of Minnesota
102 Pattee Hall (McConnell)
215 Pattee Hall (McEvoy)
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300 (McConnell)
624-5780 (McEvoy)
624-8020 (Priest)
Fax: 612-625-6619
E-mail: mary@vx.acs.umn.edu
smcconne@maroon.tv.umn.edu
jeffrey.s.priest-z@tc.umn.edu
WWW: http://www.ici.coled.umn.edu:8001/ecri
(also see Kansas and Oregon addresses)

Research Grants

Mary McEvoy, Principal Investigator
Caregiver — Child Social Communicative Interactions
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive Southeast
Minneapolis, MN 55455-0223
(612) 624-5780
Fax: 612-625-6619
E-mail: mary@vx.acs.umn.edu

Mary McEvoy and Carol Davis, Co-Principal Investigators
Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities
University of Minnesota
CEED 150 Pillsbury Drive SE
Room 215 Pattee Hall
Minneapolis, MN 55455-0223
(612) 624-5780

Scott McConnell, Principal Investigator
Prenatal Cocaine Exposure and Social Development of Young Children: A Field-Initiated Research Project
Institute of Community Integration
102 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300,
Fax: 612-624-9344
E-mail: smconnell@vx.cis.umn.edu

5b

continued

Personnel Preparation Grants

Paula Goldberg, Project Director
Child Abuse Prevention: An
Innovative Training Model for Early
Childhood Professionals Working
With Families At Risk for
Maltreatment Who Have Children
With Disabilities
PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966
Fax: 612-827-3065

Marge Goldberg and Paula Goldberg
PACER Center, Inc.
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966
(800) 53-PACER (MN only)
Fax: 612-827-3065
E-mail: mnpacer@edu.gte.net;
goldb009@gold.tc.umn.edu
WWW: www.pacer.org

MISSISSIPPI

3-5 (Section 619) Contact

Dot Bowman, 619 Coordinator
Office of Special Education
State Department of Education
P.O. box 771
Jackson, MS 39205-0771
(601) 359-5541
Fax: 601-359-2198
E-mail:
dbowman@mdek12.state.ms.us

Infant/Toddler (Part H) Contact

Roy Hart, Coordinator
Infant and Toddler Program
Mississippi State Department of Health
2423 North State Street, Room 105A
P.O. Box 1700
Jackson, MS 39215-1700
(601) 960-7427
Fax: 601-354-6087

Chair, Interagency Coordinating Council

Representative John Moore, Co-Chair
101 Shiloh Road
Brandon, MS 39042
(601) 366-4100

Louis Aldridge, Co-Chair (parent)
P.O. Box 2611
Tupelo, MS 38803
(601) 842-3569

EEPCD Demonstration Project

Nancy Batson, Director
Jennifer Quick, Coordinator
A Mechanism to Utilize Integrated Early Intervention Teams for Infants and Toddlers With Multiple Disabilities
Department of Special Education
University of Southern Mississippi
Southern Station Box 5115
Hattiesburg, MS 39406-5115
(601) 266-5135
Fax: 601-266-4978

EEPCD Outreach Project

Stella Fair, Project Director
Project COACH Outreach:
Transdisciplinary Consultation/ Coaching Training for Building Infant/Toddler Teams and Linking to Part B to Promote Services to Natural Environments
Institute for Disability Studies
University of Southern Mississippi
Box 5163
Hattiesburg, MS 39406-5163
(601) 266-5163
Fax: 601-266-5114
E-mail: sfair@ocean.st.usm.edu

Personnel Preparation Grants

Royal Walker, Project Director
Interdisciplinary Personnel Leadership Training Program for Policy Development and Implementation
Institute for Disability Studies
University of Southern Mississippi
Box 5163
Jackson, MS 39406-5163
(601) 266-5163

Aretha Lee, Project Director
Parent Partners
3111 North State Street
Jackson, MS 39216
(601) 366-5707 (voice/TDD)
Fax: 601-362-7361

MISSOURI

3-5 (Section 619) Contact

Paula Goff, Early Childhood Coordinator
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(573) 751-0185
Fax: 573-526-4404
E-mail: pgoff@mail.dese.state.mo.us

Infant/Toddler (Part H) Contact

Paula Goff, Part H Coordinator
Section of Special Education
Department of Elementary and Secondary Education
P.O. Box 480
Jefferson City, MO 65102
(573) 751-0185
Fax: 573-526-4404
E-mail: pgoff@mail.dese.state.mo.us

Chair, Interagency Coordinating Council

Roger Garlich, Director
Children's Therapy Center
P.O. Box 1565
Sedalia, MO 65302
(816) 826-4400
Fax: 816-826-4420

Personnel Preparation Grants

Phil Parette, Project Director
Culture, Families, and Augmentative and Alternative Communication Impact: A Multimedia Instructional Program for Related Services Personnel and Family Members
Department of Teacher Education
Southeast Missouri State University
One University Plaza
Cape Girardeau, MO 63701-4799
(573) 651-5048

Suzanne Lamorey, Project Director
Extended Training for Early Intervention and Preschool Personnel
University of Missouri
310 Jesse Hall
Columbia, MO 65211
(314) 882-7383

Kent Kolaga, Director
MPACT — Jefferson City
1901 Windriver Drive
Jefferson City, MO 65101
(573) 635-1189
Fax: 573-635-7802
E-mail:
Kola0161@mpactcs.coop.crn.org

Carolyn Stewart, Director
MPACT Kansas City Office
3100 Main, Suite 303
Kansas City, MO 64111
(816) 531-7070
(800) 995-3160 (MO only)
Fax: 816-531-4777

Marianne Toombs, Director
Missouri Parents Act — MPACT
2100 South Brentwood, Suite G
Springfield, MO 65804
(417) 882-7473 (voice/TDD)
(800) 743-7634 (MO only)
Fax: 417-882-8413

Brian Goldstein, Project Director
An Interdisciplinary Approach to Training M.A. Level Speech-Language Pathologists to Work With Disabled Preschool Children
St. Louis University
221 North Grand Boulevard
St. Louis, MO 63103
(314) 542-4072

Beth Mollenkamp, Director
MPACT St. Louis Office
8631 Delmar, Suite 300
St. Louis, MO 63124
(314) 997-7622 (voice/TDD)
(800) 995-3160 (MO only)
Fax: 314-997-5518

continued

BEST COPY AVAILABLE

Personnel Preparation Grants, ***continued***

Lynda Campbell, Project Director
Preservice Training of M.A. Level Speech-Language Pathologists to Provide Appropriate Services to Minority Infants, Toddlers, and Their Families
Department of Communication Disorders
St. Louis University
3750 Lindell Boulevard
St. Louis, MO 63108
(314) 977-2948
Fax: 314-977-3360

MONTANA

3-5 (Section 619) Contact

Daniel McCarthy, Preschool Specialist
Division of Special Education
Office of Public Instruction
State Capitol
P.O. Box 202501
Helena, MT 59620-2501
(406) 444-4425
Fax: 406-444-3924
E-mail: dmccarthy@opi.mt.gov
WWW: http://161.7.114.15/opi/opi.html

Infant/Toddler (Part H) Contact

Jan Spiegle, Part H Coordinator
Management Operations Bureau
Developmental Disabilities Program of the Division of Disability Services of the Department of Public Health and Human Services
P.O. Box 4210
Helena, MT 59604-4210
(406) 444-2995
Fax: 406-444-0230
E-mail: jspiegle@mt.gov
WWW: http://www.mt.gov

Chair, Interagency Coordinating Council

Maria Pease, ICC Chair
Box T
Lodge Grass, MT 59050
(406) 639-2598 (messages only)

EEPCD Demonstration Project

Richard van den Pol, Principal Investigator
Lisbeth Vincent, Project Director
Building Language and Literacy Skills During the Early Childhood Years: Preparing Children With Disabilities for Success in Early Elementary School
Division of Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797
E-mail: coteach@selway.umt.edu
vincent@selway.umt.edu

EEPCD Inservice Training Projects

Sarah A. Mulligan Gordon, Project Director
Child Care Plus+: A Competency-Based Inservice Training Model to Strengthen the Role of the Early Childhood Paraprofessional as a Member of the Early Intervention Team
Montana University Affiliated Rural Institute on Disabilities
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5814
Fax: 406-243-4730

Richard van den Pol, Principal Investigator
Lisbeth Vincent, Project Director
The Confluences Inservice Project: Collaborative Influences For Excellent Services
Division of Educational Research Services
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797
E-mail: coteach@selway.umt.edu

EEPCD Outreach Projects

Sarah Mulligan Gordon, Project Director
Child Care Plus+: An Outreach Project Providing Training and Technical Assistance to Child Care and Preschool Programs
Montana University Affiliated Rural Institute on Disabilities
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5814
Fax: 406-243-4730

Richard van den Pol, Principal Investigator
Co-Teach Early Intervention Outreach Project
Educational Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797

Personnel Preparation Grants

Katharin Kelker, Director
Parents, Let's Unite for Kids (PLUK)
MSU-Billings, SPED Room 267
1500 North 30th Street
Billings, MT 59101-0298
(406) 657-2055
(800) 222-7585 (MT only)
Fax: 406-657-2061
E-mail: PLUKMT@aol.com

Kathleen Gallagher, Project Director
Preservice Training for Early Childhood Special Education and Early Intervention Professionals
Department of Special Education
College of Education
University of Montana
Missoula, MT 59812
(406) 243-2427

Sue Forest, Project Director
Rural Early Intervention Training Program
Rural Institute on Disabilities
52 Corbin Hall
The University of Montana
Missoula, MT 59812
(406) 243-5763
Fax: 406-243-2349

Michael Hermanson, Project Director
Development of a Special Education Paraprofessional Preparation Program in a Tribal College Setting
Department of Education
Salish Kootenai College
Pablo, MT 59855
(406) 675-4800
Fax: 406-675-4801

NEBRASKA

3-5 (Section 619) Contact

Jan Thelen, 619 Coordinator
Special Education Office
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-4319
Fax: 402-471-0117
E-mail: jan_t@nde4.nde.state.ne.us

Infant/Toddler (Part H) Contact

Joan Luebbers, Part H Coordinator
Special Education Office
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509
(402) 471-2463
Fax: 402-471-0117
E-mail: joan_l@ned4.ned.state.ne.us

Chair, Interagency Coordinating Council

Kay Cattle
Early Childhood Special Education Coordinator
ESU #1
301 Main Street
P.O. Box 576
Wakefield, NE 68784
(402) 287-2061
Fax: 402-287-2065
E-mail: cattle@mother.esu1.k12.ne.us

Personnel Preparation Grant

Peggy Wallert, Director
Nebraska Parents' Center
3610 Dodge Street, Suite 102
Omaha, NE 68131
(402) 346-0525 (voice/TDD)
(800) 284-8520
Fax: 402-346-5253

62

NEVADA

3-5 (Section 619) Contact

Sharon Rogers, 619 Coordinator
Special Education Consultant
Special Education Branch
State Department of Education
Capitol Complex
700 East Fifth Street
Carson City, NV 89710
(702) 687-9145
Fax: 702-687-9123
E-mail: srogers@nsn.k12.unr.edu

Infant/Toddler (Part H) Contact

Marilyn Walter, Chief
Early Childhood Services
Division of Child and Family Services
Department of Human Resources
3987 South McCarran Boulevard
Reno, NV 89502
(702) 688-2284
Fax: 702-688-2558

Chair, Interagency Coordinating Council

Sharon Rogers
Special Education Branch
State Department of Education
Capitol Complex
700 East Fifth Street
Carson City, NV 89710
(702) 687-9145
Fax: 702-687-9123
E-mail: srogers@nsn.k12.unr.edu

Personnel Preparation Grants

Ann Marek, Project Director
State Education Agency Program
Nevada Sea
400 West King Street
Carson City, NV 89710
(702) 687-3140

Karen Taycher, Director
Nevada PEP
6910 Edna Avenue
Las Vegas, NV 89117
(702) 248-6711
(800) 216-5188
Fax: 702-367-9812,

Sandra Doctoroff, Project Director
Preparation of Rural Early Education
Paraprofessionals (Project PREP)
College of Education - 278
University of Nevada
Reno, NV 89557-0029
(702) 784-4961
Fax: 702-784-4997

NEW HAMPSHIRE

3-5 (Section 619) Contact

Ruth Littlefield, 619 Coordinator
Bureau of Early Learning
State Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301
(603) 271-2178
Fax: 603-271-1953
E-mail: r_littlef@ed.state.nh.us

Infant/Toddler (Part H) Contact

Pam Miller-Sallet, Part H Coordinator
Division of Mental Health and Developmental Services
Department of Health and Human Services
105 Pleasant Street
Concord, NH 03301
(603) 271-5144
Fax: 603-271-5058

Chair, Interagency Coordinating Council

Robert T. Kennedy, Director
Division of Instructional Support
State Department of Education
State Office Park South
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3741
Fax: 603-271-3776

EEPCD Demonstration Projects

Debra Nelson
Project Co-Principal Investigator
Beyond the Barriers: Enhancing Community Options for Families of Young Children
Institute on Disability
University of New Hampshire
7 Leavitt Lane, Suite 101
Durham, NH 03824-3522
(603) 862-4320
Fax: 603-862-0555
E-mail: djnelson@christa.unh.edu
IOD@unh.edu
and
Nancee Tracee
Co-Principal Investigator
Hood Center for Family Support
Dartmouth-Hitchcock Medical Center
1 Medical Center Drive
Lebanon, NH 03756
(603) 650-4419
Fax: 603-650-7722
E-mail: nancee.tracy@dartmouth.edu

Ann G. Haggart, Director
Susan Craig, Project Coordinator
Transitioning Young, Culturally Diverse Children With Disabilities Into the General Education Setting
Ann G. Haggart Associates, Inc.
P.O. Box 130
219 Drakeside Road
Hampton, NH 03842
(603) 926-1316
Fax: 603-926-3689

Personnel Preparation Grants

Judith Raskin, Executive Director
Parent Information Center
151A Manchester Street
P.O. Box 1422
Concord, NH 03302-1422
(603) 224-6299, or -7005
(800) 232-0986 (NH only)
Fax: 603-224-4365

Ronald Croce, Project Director
Special Physical Education Consulting Teacher in Rural America: Programmatic Improvements
Center for Health Promotion
107 Service Building
University of New Hampshire
Durham, NH 03824
(603) 862-2080

NEW JERSEY

3-5 (Section 619) Contact

Jane Marano, 619 Coordinator
Office of Special Education Programs
Division of Special Education
State Department of Education
CN 500, Riverview
River View Executive Plaza
Building 100
Trenton, NJ 08625
(609) 984-4950
Fax: 609-292-5558
E-mail: njse@ix.netcom.com
WWW: http://www.state.nj.us/education

Infant/Toddler (Part H) Contact

Terry Harrison, Part H Coordinator
Early Intervention Program
Division of Family Health Services
Department of Health and Senior Services
P.O. Box 364
Trenton, NJ 08625-0364
(609) 777-7734
Fax: 609-292-3580
E-mail: TLH@doh.state.nj.us

Chair, Interagency Coordinating Council

Mary E. Lotze, ICC Chair
23 Pin Oak Road
Skillman, NJ 08558 (home)
(609) 466-0833
or
Lourie Neurodevelopmental Institute
Department of Pediatrics
UMDNJ—Robert Wood Johnson Medical School
97 Patterson Street
New Brunswick, NJ 08903 (office)
(908) 235-7087
Fax: 908-235-7088

EEPCD Inservice Project

G. Gordon Williamson, Project Director
Gambi White-Tennant, Associate Director
Enhancing Resilience and Adaptation: The E.R.A. Project
Pediatric Rehabilitation Department
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, NJ 08820-2012
(908) 548-7610
Fax: 908-548-7751

Personnel Preparation Grant

Diana Autin and Pamela Kuster, Co-Executive Directors
SPAN
35 Halsey Street, 4th Floor
Newark, NJ 07102
(908) 652-8100
(800) 654-SPAN (7726)
Fax: 908-652-8080

NEW MEXICO

3-5 (Section 619) Contact

J. David Nelson, 619 Coordinator
Special Education Unit
State Department of Education
300 Don Gaspar Avenue
Santa Fe, NM 87501-2786
(505) 827-6788
Fax: 505-827-6791
E-mail: jdn3@juno.com

Infant/Toddler (Part H) Contact

Marilyn Price, Part H Coordinator
Developmental Disabilities Division
Department of Health
1190 St. Francis Drive
P.O. Box 26110
Santa Fe, NM 87502-6110
(505) 827-2575
827-0119 (Price)
Fax: 505-827-2455

Chair, Interagency Coordinating Council

Sally Van Curen, Director
Parents Reaching Out (PRO)
1000 A Main Street
Los Lunas, NM 87104
(505) 865-3700
Fax: 505-865-3737

EEPCD Demonstration Project

Holly Harrison Project Director
Jeanne Du Rivage, Project Coordinator
Project SELF (Supports for Early Learning Foundations)
University of New Mexico
Albuquerque, NM 87131-1231
(505) 277-0204 (Harrison)
277-0207 (Du Rivage)
Fax: 505-272-9382
E-mail: hharriso@unm.edu
and
Meave Dominguez, Principal Investigator
Center for Family and Community Partnerships
College of Education
Hokona Hall, Room 378
Albuquerque, NM 87137
(505) 277-9918
Fax: 505-277-9382
E-mail: stevedom@unm.edu

EEPCD Inservice Project

Jane Merrill, Project Director
SEED Inclusion Training Project
University Affiliated Program
Health Sciences Center
University of New Mexico
Albuquerque, NM 87131-5020
(505) 272-3000
Fax: 505-272-5280
E-mail: jmerrill@unm.edu

EEPCD Outreach Project

Linda Askew, Project Director
Project Ta-kos Outreach
Alta Mira Specialized Family Service
800 Rio Grande Boulevard NW, # 19
P.O. Box 7040
Albuquerque, NM 87194-7040
(505) 842-9948
Fax: 505-842-9986

Personnel Preparation Grants

Gary Adamson, Project Director
Distance Education in Assistive Technology for Speech Language Pathologists, Occupational Therapists, and Physical Therapists and Early Intervention and Preschool Personnel
RIATT Special Education
University of New Mexico
Albuquerque, NM 87131
(505) 272-3500

Isaura Barrera, Project Director
Project COMP-CARE: Preparing Personnel to Create Competent and Caring Early Childhood Environments Responsive to Diversity in Special Projects Grant
Department of Special Education
College of Education
29 Hokona Hall
University of New Mexico
Albuquerque, NM 87131
(505) 277-7243

Isaura Barrera, Project Director
VENTANAS: Opening Windows of Opportunity for Young Children With Special Needs Through Expanded Training of Minority, Rural, and Other Educators
Department of Communication Disorders
1634 University Boulevard NE
University of New Mexico
Albuquerque, NM 87131
(505) 277-5018

Martha Johnson-Gorospe, Project Director
EPICS Project
Southwest Communication Resources
P.O. Box 788
412 Don Tomas
Bernalillo, NM 87004
(505) 867-3396, Ext. 4
(800) 767-7320 (voice/TDD) (parents only)
Fax: 505-867-3398
E-mail: swcrat@highfiver.com

Sallie Van Curen, Executive Director - PRO
Parents Reaching Out
Campbell Hall, Building 14
1000 A Main Street NW
Los Lunas, NM 87104
(505) 865-3700
(800) 524-5176 (NM only)
Fax: 505-865-3737
E-mail: sallievc@aol.com

NEW YORK

3-5 (Section 619) Contact

Michael Plotzker, 619 Coordinator
Office for Special Education Services
1 Commerce Plaza Room 1624 OCP1
Albany, NY 12234
(518) 473-4823
Fax: 518-486-4154
E-mail: mplotzke@mail.nysed.gov

Infant/Toddler (Part H) Contact

Donna Noyes,. Director
Early Intervention Program
State Department of Health
Corning Tower, Room 208
Empire State Plaza
Albany, NY 12237-0618
(518) 473-7016
Fax: 518-473-8673

Chair, Interagency Coordinating Council

Linda Randolph, Executive Director
National Women's Resource Center
515 King Street, Suite 410
Alexandria, VA 22314
(703) 836-8761
Fax: (703) 684-6048
(Please note that address listed is for the New York ICC Chair)

EEPCD Demonstration Project

Susan Mistrett, Project Director
Let's Play! Project
State University of New York at Buffalo
515 Kimball Tower
3435 Main Street
Buffalo, NY 14214-3079
(716) 829-3141
Fax: 716-829-3217
E-mail: mistrett@acsu.buffalo.edu

Personnel Preparation Grants

Carl Narrett, Project Director
Training School Psychologists to Work in Rural Areas to Facilitate Parent Involvement
Division of School Psychology
Alfred University
26 North Main Street
Alfred, NY 14802
(607) 871-2212

Joseph Winnick, Project Director
Professional Preparation in Adapted Physical Education: Early Childhood Emphasis
Department of Physical Education and Sport
State University of New York
Brockport, NY 14420
(716) 395-2383

William Merriman, Project Director
Manhattan College Project in Adapted Physical Education
School of Education
Manhattan College
4513 Manhattan College Parkway
Bronx, NY 10471
(718) 862-8000

George Morales, Project Co-Director
Medgar Evers College Special Education Teacher Training Program
Education Department
Medgar Evers College
1650 Bedford Avenue
Brooklyn, NY 11225-2298
(718) 270-5794

Lucille Bondwart, Project Director
Early Intervention: Recruiting Minorities/Preparing Paraprofessionals and Special Educators
State University of New York
Buffalo, NY 14209
(716) 878-5429

Joan Watkins, Executive Director
Parent Network Center (PNC)
250 Delaware Avenue
Buffalo, NY 14202-1515
(716) 853-1570, 716-853-1573
(800) 724-7408 (NY only)
Fax: 716-853-1574

Katherine Sheng, Project Director
Minority Personnel Preparation Project
CUNY
79 5th Avenue
New York, NY 10003
(212) 650-5183

BEST COPY AVAILABLE

comtinued

Personnel Preparation Grants, ***continued***

Lisa Fleisher, Project Director
Personnel Preparation: Early Childhood Special Education in Inclusive Settings
New York University School of Education
Shimkin Hall
50 West 4th Street
New York, NY 10003
(212) 998-5460

Karen Schlesinger, Director
Resources for Children With Special Needs
200 Park Avenue South, Suite 816
New York, NY 10003
(212) 677-4650
Fax: 212-254-4070

Luanna Meyer, Project Director
The Inclusive Early Childhood Teacher Education Project
Department of Special Education
113 Bowne Hall
Syracuse University
Syracuse, NY 13244
(315) 443-9651

NORTH CAROLINA

3-5 (Section 619) Contact

Kathy Baars, 619 Coordinator
Exceptional Children Division
State Department of Public Instruction
301 North Wilmington Street
Raleigh, NC 27601-2825
(919) 733-3921 or -3193
715-1598 (Baars)
Fax: 919-715-1569
E-mail: kbaars@dpi.state.nc.us
WWW: http://www.dpi.state.nc.us

Infant/Toddler (Part H) Contact

Duncan Munn, Chief of Day Services
Developmental Disabilities Section
Division of Mental, Health/
Developmental Disabilities/
Substance Abuse Services
Department of Human Resources
325 North Salisbury Street
Raleigh, NC 27603
(919) 733-3654
Fax: 919-733-9455
E-mail: dmunn@dmh.dhr.state.nc.us

Karen Chester, Executive Director
NC-ICC
Program Development Branch
Division of Child Development
319 Chapanoke Road
Raleigh, NC 27603
(919) 662-4543 ext. 278
Fax: 919-662-4568
E-mail: KChester@dcd.dhr.state.nc.us

Chair, Interagency Coordinating Council

Judith A. Niemeyer, Co-Chair
(professional)
1126 Parrish Street
Greensboro, NC 27408
(910) 334-3447
Fax: 910-334-4120
E-mail: niemeyer@dewey.uncg.edu

Azell Reeves, Co-Chair (parent)
P.O. Box 36324
Greensboro, NC 27416
(910) 334-7041 (office)
852-8302 (home)
Fax: 910-334-7674
E-mail: reevesi@athena.ncat.edu

EEPCD Demonstration Projects

Carl Dunst, Project Director
Cheri Novak, Community
Development Specialist
Building Community Resources
Project
Orelena Hawks Puckett Institute
189 East Chestnut Street
Asheville, NC 28801
(704) 255-0470
Fax: 704-255-9035

Karen J. O'Donnell
Multiple Risk Associated With
Prenatal HIV
Department of Pediatrics
Duke University Medical Center
Box 3364, DUMC
Durham, NC 27710
(919) 684-5513
Fax: 919-684-8559
E-mail: kod@acpub.duke.edu

EEPCD Inservice Project

Phyllis McWilliam, Project Director
Carolina Model Inservice Training
Project
Frank Porter Graham Child
Development Center
University of North Carolina at
Chapel Hill
Sheryl Mar Building, CB # 8185
Chapel Hill, NC 27599-8185
(919) 966-6010
Fax: 919-966-0862
E-mail: mcwillpj.fpgsm@mhs.unc.edu

EEPCD Outreach Projects

Carl Dunst and Melinda Raab, Project
Co-Directors
Project SEARCH (Systems Effects of
the Acquisition of Response-
Contingent Human Behavior)
Outreach
Orelena Hawks Puckett Institute
189 East Chestnut Street
Asheville, NC 28801
(704) 255-0470
Fax: 704-255-9035

Carl Dunst and Melinda Raab, Project
Co-Directors
Project SUNRISE Outreach
Child and Family Studies Program
Orelena Hawks Puckett Institute
189 East Chestnut Street
Asheville, NC 28801
(704) 255-0470
Fax: 704-255-9035

Pam Winton, Project Director
Camille Catlett, Project Coordinator
SIFT-OUT: Training for Systems
Change in Early Intervention
Frank Porter Graham Child
Development Center
CB # 8185
University of North Carolina
at Chapel Hill
Chapel Hill, NC 27599-8185
(919) 966-7180
Fax: 919-966-0862
E-mail: winton.fpgsm@mhs.unc.edu
catlett.fpgsm@mhs.unc.edu

Carol Trivette, Project Coordinator
Family Enhancement Project
Orelena Hawks Puckett Institute
128 South Sterling Street
P.O. Box 2277
Morganton, NC 28680
(704) 432-0063
Fax: 704-432-0068

EEPCD Research Institutes

Carl Dunst, Co-Principal Investigator
Early Childhood Research Institute on
Increasing Learning Opportunities
for Children Through Families
Orelena Hawks Puckett Institute
189 East Chestnut Street
Asheville, NC 28801
(704) 255-0470
Fax: 704-255-9035
(also see Connecticut address)

Don Bailey and Mark Wolery, Co-
Principal Investigators
Early Childhood Follow-Through
Research Institute
Frank Porter Graham Child
Development Center
University of North Carolina at
Chapel Hill
Chapel Hill, NC 27599
(919) 966-1703 (Bailey)
966-9720 (Wolery)
Fax: 919-966-7532
E-mail: bailey.fpg@mhs.unc.edu
wolery.fpg@mhs.unc.edu

Samuel Odom, Principal Investigator
Early Childhood Research Institute on
Inclusion
School of Education
CB# 3500
University of North Carolina
Chapel Hill, NC 27599-3500
(919) 962-5579
Fax: 919-962-1533
E-mail: samodom@email.unc.edu
*(also see California, Maryland,
Tennessee, and Washington
addresses)*

continued

BEST COPY AVAILABLE

EEPCD Research Institutes, *continued*

Gloria L. Harbin, Co-Director
Early Childhood Research Institute: Service Patterns and Utilization A Collaborative and Systems-Based Investigation
Frank Porter Graham Child Development Center
CB# 8040
300 NationsBank Plaza
University of North Carolina
Chapel Hill, NC 27599-8040
(919) 962-7369
Fax: 919-962-7328
WWW: http://www.unc.edu/depts/ecri/
(also see Rhode Island address)

Research Grants

Donald Bailey, Principal Investigator
Age of Peers and Its Effects on the Social Interactions of Preschoolers With Disabilities
Frank Porter Graham Child Development Center
CB #8180
University of North Carolina
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Donald Bailey and Deborah Hatten, Principal Investigators
Elementary School and Boys With Fragile X Syndrome
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532

Janey McMillen Sturtz, Principal Investigator
Examining Child Care Providers' Attitudes Toward Substance-Exposed Children and Their Families
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8185
Chapel Hill, NC 27599-8185
(919) 966-0881

Donald Bailey, Principal Investigator
A Longitudinal Study of Young Children With Fragile X Syndrome and Their Families
Frank Porter Graham Child Development Center
CB# 8180
University of North Carolina
Chapel Hill, NC 27599-8180
(919) 966-4205
Fax: 919-966-7532

David Koppenhaver, Principal Investigator
PROJECT WRITE: Writing and Reading Instruction Through Technology, Educational Media and Materials
Department of Medical Allied Health Professionals
School of Medicine, CB# 8135
University of North Carolina
Chapel Hill, NC 27599
(919) 966-7486

Robin McWilliam, Principal Investigator
Teaching Styles in Early Intervention Responsiveness and Directiveness
Frank Porter Graham Child Development Center, CB# 8180
University of North Carolina
Chapel Hill, NC 27599-8180
(919) 966-7485

Carol Trivette, Principal Investigator
Second Generation Research in Early Intervention: Long-Term Outcomes in Children and Their Families
Orelena Hawks Pucket Institute
128 South Sterling Street
P.O. Box 2277
Morganton, NC 28680
(704) 432-0065

Personnel Preparation Grants

Harriett Boone, Director
Master's Program in Early Intervention and Family Support
Frank Porter Graham Child Development Center
CB# 8180
University of North Carolina
Chapel Hill, NC 27599-8180
(919) 962-5579
Fax: 919-966-7532

Joanne Roberts, Director
Preparing Speech-Language Pathologists for Working With Infants, Preschoolers, and Their Families
Division of Speech and Hearing Science
Wing D Medical School, CB #7190
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7190
(919) 966-1006
Fax: 919-966-6923

Suzanne Lamorey, Project Director
Conceptualizers, Instructors, Listeners: Preparing Infant-Toddler Early Interventionists in North Carolina
Department of Teaching Specialties
University of North Carolina
9201 University City Boulevard
Charlotte, NC 28223
(704) 547-2531

Mary LaCorte and Connie Hawkins
Exceptional Children's Assistance Center
121 Depot Street
P.O. Box 16
Davidson, NC 28036
(704) 892-1321
(800) 962-6817 (NC only)
Fax: 704-892-5028
E-mail: ECAC1@aol.com

Judith Niemyer, Principal Investigator
Interdisciplinary Studies in Preschool Education and Development (ISPED): Personnel Preparation Project
301A Curry Building
School of Education
University of North Carolina at Greensboro
Greensboro, NC 27412
(910) 334-3447
E-mail: niemeyer@dewey.uncg.edu

NORTH DAKOTA

3-5 (Section 619) Contact

Brenda Oas, Director
Special Education Division
Department of Public Instruction
600 East Boulevard
Bismarck, ND 58505-0440
(701) 328-2277
Fax: 701-328-2461

Infant/Toddler (Part H) Contact

Robert E. Graham, Coordinator
Developmental Disabilities Unit
ND Department Of Human Services
600 South 2nd Street, Suite 1A
Bismarck, ND 58504-5729
(701) 328-8929
Fax: 701-328-8969
E-mail: notes.sograr@ranch.state.nd.us

Deanne Horne, Part H (ICC Staff)
NDICC Minot State University
500 University Avenue West
Minot, ND 58071
(701) 858-3048
Fax: 701-858-3483
E-mail:
horne@warp6.cs.misu.nodak.edu

Chair, Interagency Coordinating Council

Nyla Juhl Imler, Director
Parent-Child Nursing
University of North Dakota College of Nursing
Box 9025
Grand Forks, ND 58202-9025
(701) 777-4532
Fax: 701-777-4096
E-mail: juhl@badlands.nodak.edu

Personnel Preparation Grants

Mary McLean, Director
Preparation of Early Intervention Personnel for Rural and Reservation Areas of North Dakota: Project PEIRR
University of North Dakota
Box 8158, University Station
Grand Forks, ND 58202
(701) 777-3144
Fax: 701-777-4365

Kathryn Erickson, Director
Pathfinder Family Center
Arrowhead Shopping Center
16th & 2nd Avenue SW
Minot, ND 58701
(701) 852-9426
852-9436 (TDD)
Fax: 701-838-9324
E-mail: ndpath01@minot.ndak.net
WWW: www.ndcd.org/pathfinder

OHIO

3-5 (Section 619) Contact

Jane Wiechel, Director
Early Childhood Section
State Department of Education
65 South Front Street, Room 202
Columbus, OH 43215-4183
(614) 466-0224
Fax: 614-728-2338

Edith Greer, Associate Director
and 619 Coordinator
East Central Regional Office
Division of Early Childhood Education
170 West High Avenue
New Philadelphia, OH 44663
(330) 364-5567
Fax: 330-343-3038

Infant/Toddler (Part H) Contact

Cindy Oser, Part H Coordinator
Bureau of Early Intervention Services
State Department of Health
246 North High Street, 5th Floor
P.O. Box 118
Columbus, OH 43266-0118
(614) 644-8389
Fax: 614-644-9163
E-mail: cindy_oser@health.ohio.gov

Chair, Interagency Coordinating Council

Elizabeth Ann Dietrich, Co-Chair
(Professional)
Lake County Society for
Rehabilitation
9521 Lake Shore Boulevard
Mentor, OH 44060
(216) 352-8993
Fax: 216-352-6632

Emily Krieger, Co-Chair (Parent)
1313 Woodglen Circle
Bellefontaine, OH 43311
(513) 599-6333 (work)
599-5306 (home)
Fax: 513-599-2811

Mary Lynne Marx, ICC Staff
Bureau of Early Intervention Services
Ohio Department of Health
246 North High Street
P.O. Box 118
Columbus, OH 43266-0118
(614) 728-9163

EEPCD Demonstration Projects

Gerald Mahoney, Project Director
Developmentally Appropriate
Practices for Preschool Children
With Disabilities
Family Child Learning Center
Children's Hospital Medical Center of
Akron
143 Northwest Avenue, Building A
Talmadge, OH 44278
(330) 633-2055
Fax: 216-633-2658
E-mail: gmahoney@kent.edu

Gerald Mahoney, Project Director
Using Innovative Technologies With
Children With Disabilities in
Developmentally Appropriate
Practice Preschool Programs
Family Child Learning Center
Children's Hospital Medical Center of
Akron
143 Northwest Avenue, Building A
Talmadge, OH 44278
(330) 633-2055
Fax: 216-633-2658
E-mail: gmahoney@kent.edu

EEPCD Inservice Projects

Lawrence J. Johnson, Project Director
Gwen Wheeler-Russell, Project
Coordinator
Collaborative Inservice Training:
Applying Developmentally
Appropriate Practice, Recommended
Practice, and Family-Centered
Services to Early Childhood and
Early Childhood Special Education
Programs
Arlitt Child and Family Research and
Education
P.O. Box 210105
University of Cincinnati
Cincinnati, OH 45221-0105
(513) 556-3801
Fax: 513-556-3764

Laurie Dinnebeil, Project Co-Director
Inservice Training for Child Care
Personnel and Early Intervention
Professionals in Early Education
The University of Toledo
156 Snyder Memorial
Toledo, OH 43606
(419) 530-4330
Fax: 419-530-7719
E-mail: ldinneb@uoft02.utoledo.edu
and
William McInerney, Project Co-
Director
Department of Special Education
5006 Gillham Hall
University of Toledo
Toledo, OH 43606
(419) 530-2284
Fax: 419-530-2284
E-mail: wmciner@uoft02.utoledo.edu

EEPCD Outreach Project

Cynthie Johnson, Project Director
Jodie Fisher, Project Coordinator
COACT Team Training Outreach
Ohio Department of Mental
Retardation and Developmental
Disabilities
Office of Family and Children's
Services
30 East Broad Street, Suite 1250
Columbus, OH 43266-0415
(614) 466-7203
Fax: 614-728-7072
E-mail: mr_hlj@ohio.gov (Johnson)

Personnel Preparation Grants

Gerald Mahoney, Project Director
Interdisciplinary Infant/Newborn
Specialist Training Program
Family Child Learning Center
Children's Medical Center
1 Perkins Square
Akron, OH 44308
(216) 633-2055
E-mail: gmahoney@kent.edu

Cathy Heizman, Executive Director
Child Advocacy Center
1831 Summit Road, Suite 303
Cincinnati, OH 45237-2822
(513) 821-2400
Fax: 513-821-2442
E-mail: CADCenter@aol.com

Joanne Prendeville, Project Director
Preparing Speech-Language
Pathologists to Support Preschool
Children With Communication
Disorders in Their Transition to
School
Communication Science & Disorders
University of Cincinnati
332 Braunstein Hall - ML0379
Cincinnati, OH 45221
(513) 556-4480

Lawrence Johnson, Project Director
Training Personnel/Education of
Preschoolers With Disabilities
Program: A Collaborative Model of
Personnel for Careers in Special
Education
Department of ECSE
311 Braunstein Building
University of Cincinnati
Cincinnati, OH 45221
(513) 556-3801

72

continued

Personnel Preparation Grants, *continued*

Patricia Prelock, Director
Training Students to Serve Preschool Children in a Collaborative Model
Department of Communication Science and Disorders
309 Braunstein Building
University of Cincinnati
Cincinnati, OH 45221
(513) 556-6924
Fax: 513-556-0128

Philip Safford, Project Director
Community-Based Interdisciplinary Team Training of Special Educators, Speech-Language Pathologists and Audiologists for Early Intervention and Preschool Roles
Kent State University
405 White Hall
Kent, OH 44242
(330) 672-2294

Carol Toncar, Project Director
Preparation of Early Intervention Specialists for Services to Children With Deafness and Hearing Loss and Their Families
Special Education Services
RAGS 101 Auditorium Building
Kent State University
Kent, OH 44242
(330) 672-2070

Philip Safford, Director
Research and Graduate Studies
Interdisciplinary Training for Leadership in Serving Infants, Toddlers, and Preschoolers With Disabilities
Room 233 Lowry Hall, P.O. Box 5190
Kent State University
Kent, OH 44242-0001
(216) 672-2580

Margaret Burley
Ohio Coalition for the Education Children With Disabilities
Bank One Building
165 West Center Street, Suite 302
Marion, OH 43302-3741
(614) 382-5452 (voice/TDD)
(800) 374-2806 (OH only)
Fax: 614-383-6421

Bill McInerney and Laurie Dinnebeil
Project Co-Directors
Personnel Preparation Early Childhood Special Education Ages 3-5 Itinerant Teacher Services
University of Toledo
Toledo, OH 43606
(419) 530-2284

Barbara Benjamin, Project Director
Preschool Speech-Language Pathology Personnel Preparation Grant
Special Education Department
University of Toledo
2801 West Bancroft Street
Toledo, OH 43606
(419) 537-4723

Laurie Dinnebeil, Project Director
Severe Disabilities-Early Intervention
University of Toledo
2801 Bancroft Street
Toledo, OH 43606
(419) 537-4330

BEST COPY AVAILABLE

continued

OKLAHOMA

3-5 (Section 619) Contact

Barbara Pansze, Preschool Coordinator
Section for Exceptional Children
State Department of Education
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599
(405) 522-4365
Fax: 405-522-3503

Infant/Toddler (Part H) Contact

Cathy Perri, Acting Early Intervention Coordinator
Special Education Office
State Department of Education
Oliver Hodge Memorial Education Building, 4th Floor
2500 North Lincoln Boulevard
Oklahoma City, OK 73105-4599
(405) 521-4880
Fax: 405-521-6205
E-mail:
cathy_perri@mail.sde.state.ok.us

Patrice Dunkelgod, Coordinator
Interagency Coordinating Council
Oklahoma Commission on Children and Youth
4545 North Lincoln, Suite 114
Oklahoma City, OK 73105
(405) 521-4016
Fax: 405-524-0417
E-mail:
pdunkelgod@OKLAosf.state.ok.us

Chair, Interagency Coordinating Council

Candye Chavez
Box 12501
Oklahoma City, OK 73157-2501
(405) 440-2538 (office)
771-3185 (home)
Fax: 405-789-1662

Research Grant

Kathryn Haring, Principal Investigator
The Impact of Federal Policy and Resulting Legislation on Family Systems
Department of Educational Psychology
University of Oklahoma
820 Van Vleet Oval, Room 325
Norman, OK 73019-0260
(405) 325-5404

Personnel Preparation Grants

Sharon Bishop, Project Director
Parents Reaching Out in Oklahoma
PRO-OK
1917 South Harvard Avenue
Oklahoma City, OK 73128
(405) 681-9710 (voice/TDD)
(800) PL94-142 (parents only)
Fax: 405-685-4006
E-mail: prook1@aol.com

Irene R. McEwen, Project Director
Preparation of Physical Therapists for Public Schools and Early Intervention Programs
Department of Physical Therapy
University of Oklahoma Science Center
P.O. Box 26901
Oklahoma City, OK 73190
(405) 271-2131, ext. 141

Lyonda Martin, Project Director
TOPS: Training Oklahoma Providers of Service: Special Education, Related Services, Early Intervention, and Preschool
University Affiliated Program
Oklahoma University Health Sciences Center
P.O. Box 26901, ROB 342
Oklahoma City, OK 73190
(405) 271-4500

OREGON

3-5 (Section 619) Contact

Nancy Johnson-Dorn, 619 Coordinator
Special Education Programs
Department of Education
Public Service Building
255 Capitol Street NE
Salem, OR 97310-0203
(503) 378-3598, ext. 625
378-2892 (TDD)
Fax: 503-373-7968
E-mail: nancy.johnsondorn@state.or.us
WWW: http://www.ode.state.or.us/schools/sped/

Infant/Toddler (Part H) Contact

John Killoran, Coordinator
Early Intervention Programs
State Department of Education
700 Pringle Parkway SE
Salem, OR 97301
(503) 378-3598, ext. 651
Fax: 503-373-7968

Chair, Interagency Coordinating Council

Ginger Gorham, ICC Chair
112 Whitney Court
Umpqua, OR 97486
(541) 459-5116
Fax: 541-459-5301

EEPCD Demonstration Project

Charity Rowland, Principal Investigator
Philip Schweigert, Research Supervisor
Functional Problem Solving Skills for Children With Pervasive Developmental Disorders
Portland Projects
Washington State University
1818 Southeast Division Street
Portland, OR 97202
(503) 232-9154
Fax: 503-232-6423
E-mail: rowland@vancouver.wsu.edu
schwiegert@vancouver.wsu.edu

EEPCD Inservice Projects

Ruth Kaminski, Project Director
Serving Young Children With ADHD: A Management and Prevention Program School Psychology Program
College of Education
University of Oregon
Eugene, OR 97403
(541) 346-2142
Fax: 541-346-5818
E-mail:
ruth_kaminski@ccmail.uoregon.edu

Torry Piazza Templeman, Project Director
The Core Competency Project: A Statewide Systems Approach to the Inservice Preparation of EI/ECSE Personnel
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8766
Fax: 503-838-8150
and
Jane Moore
68975 Graham Court
Sisters, OR 97759

EEPCD Outreach Projects

Diane Bricker, Principal Investigator
Misti Waddell, Project Coordinator
Creating Systems Change to Improve Services to Young Children With Disabilities: An Outreach Project
Early Intervention Program
5253 University of Oregon
Eugene, OR 97403-5253
(541) 346-0807 (Bricker)
346-2635 (Waddell)
Fax: 541-346-5639

Jane Squires, Project Director
Lawanda Potter, Project Coordinator
Infant Child Monitoring Questionnaires Training Outreach
Center on Human Development
University of Oregon
901 East 18th Avenue, 1st Floor
Eugene, OR 97403-5253
(541) 346-2634
Fax: 541-346-5639
E-mail: jane_squires@ccmail.uoregon.edu

Carol Bunse, Project Director
The Family Consultant Training Model
Teaching Research Division
Western Oregon State College
345 Monmouth Avenue
Monmouth, OR 97361-1314
(503) 838-8774
Fax: 503-838-8150

Tom Udell, Project Director
Gary Glasenapp, Project Coordinator
The TRAC Outreach Project
Teaching Research Division
Western Oregon State College
345 Monmouth Avenue
Monmouth, OR 97361-1314
(503) 838-8785 (Udell)
838-8771 (Glasenapp)
Fax: 503-838-8150

Joyce Peters, Project Director
Gary Glasenapp, Project Coordinator
TRIP Outreach
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8812
Fax: 503-838-8150

Charity Rowland, Principal Investigator
Philip Schweigert, Instructor
Making the Right to Communicate a Reality for Young Children With Multiple Disabilities
Portland Projects
Oregon Health Sciences University
1818 Southeast Division Street
Portland, OR 97202
(503) 232-9154
Fax: 503-232-6423
E-mail: rowlandc@ohsu.edu
schweige@ohsu.edu

continued

EEPCD Research Institute

Ruth Kaminski and Roland Good
Co-Principal Investigators
Early Childhood Research Institute on Program Performance Measures
School Psychology Program
College of Education
5208 University of Oregon
Eugene, OR 97403-5208
(541) 346-2142 (Kaminski)
346-2145 (Good)
Fax: 541-346-5818
(specify School Psychology Program)
E-mail:
ruth_kaminski@ccmail. uoregon.edu
roland_good@ccmail.uoregon.edu
WWW: http://www.ici.coled.umn.edu:8001/ecri
(also see Kansas and Minnesota addresses)

Research Grants

Deborah Simmons, Principal Investigator
Project VOCABULARY: Understanding Early Growth and Remediation Effects for Students With Disabilities or At Risk of Reading Failure
College of Education
University of Oregon
5219 University
Eugene, OR 97403-5219
(541) 346-3486

Roland Good, Principal Investigator
The Role of Phonological Processing on the Success of Learning Phonological Awareness Skills in Children Identified as At Risk for Learning Disabilities
University of Oregon
5219 University
Eugene, OR 97403-5219
(541) 346-2145

Herbert Severson, Principal Investigator
Validation and Field Trial of a Multiple Gating Approach to Preschool Screening for Behavior Problems
Oregon Research Institute
1715 Franklin Boulevard
Eugene, OR 97403
(541) 484-2123

Personnel Preparation Grants

Diane Bricker, Project Director
Interdisciplinary Early Intervention/ Early Childhood Special Education Leadership Program
Center for Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(541) 346-0807

Diane Bricker, Project Director
Interdisciplinary Early Intervention Master's Training Program
Center for Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(541) 346-0807

Jane Squires, Project Director
Rural Early Intervention Training Project (REITP)
Early Intervention Program
University of Oregon Box 5253
East 18th Avenue
Eugene, OR 97403-5253
(541) 346-2634

Diane Bricker, Project Director
Training Communication Specialists to Work With Infants and Young Children Who Are At-Risk and Disabled
Center for Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(541) 346-0807

Ruth Kaminski, Project Director
Training Early Intervention School Psychologists
School of Psychology Program
College of Education, Room 270
University of Oregon
Eugene, OR 97403
(541) 346-2142

Jill Crawford
Oregon COPE Project, Inc.
999 Locust Street NE
Salem, OR 97303
(508) 581-8156 (voice/TDD)
503-581-9264
Fax: 503-391-0429
E-mail: orcope@open.org

REPUBLIC OF PALAU

3-5 (Section 619) Contact

Jemmy Blelai, Coordinator
Special Education
Department of Education
Box 189
Koror, Palau, PW 96940
(680) 488-2568
Fax: 680-488-2830

Infant/Toddler (Part H) Contact

Elizabeth Watanabe, Coordinator
Part H Program
Special Education
Department of Education
Box 189
Koror, Palau, PW 96940
(680) 488-2537
Fax: 680-488-2830

Special Education Advisory Council

Gillian Johannes, Chair
Box 716
Koror, Palau, PW 96940
(680) 488-2318 or 2552
587-3632 (home)
Fax: 680-488-1211

PENNSYLVANIA

3-5 (Section 619) Contact

Richard D. Price, Special Education Advisor
Bureau of Special Education
State Department of Education
333 Market Street, 7th Floor
Harrisburg, PA 17126-0333
(717) 783-6882
Fax: 717-783-6139
E-mail: oospecialed@psupen. psu.edu

Infant/Toddler (Part H) Contact

Jacqueline Epstein, Part H Coordinator/Division Chief
Divison of Early Intervention Services
Office of Mental Retardation
Department of Public Welfare
P.O. Box 2675
Harrisburg, PA 17105-2675
(717) 783-8302
Fax: 717-772-0012

Chair, Interagency Coordinating Council

Courtney Donovan
152 Whitemarsh Road
Ardmore, PA 19003
(610) 896-8038

EEPCD Demonstration Project

Louise Kaczmarek, Project Director
Doug Florey, Project Coordinator
Department of Instruction and Learning
Building Community Supports: A Family-Centered Preschool
University of Pittsburgh
4F25 Forbes Quadrangle
230 South Bouquet Street
Pittsburgh, PA 15260
(412) 648-7449 (Kaczmarek)
648-1770 (Florey)
Fax: 412-648-7081
E-mail: kaczmk+@pitt.edu
florey@fs1.sched.pitt.edu

EEPCD Inservice Project

Philippa Campbell, Project Director
Allegheny University of Health Sciences
Medical Office Building
Rowland Hall, Suite 403
4190 City Avenue
Philadelphia, PA 19131-1696
(215) 871-2710
Fax: 215-871-2715
E-mail: pip@vn.temple.edu

EEPCD Outreach Project

Philippa Campbell, Project Director
Preschool Inclusion Consortium: Training for Community-Based Preschool, Child Care, and Early Intervention Personnel
Allegheny University of Health Sciences
Medical Office Building
Rowland Hall, Suite 403
4190 City Avenue
Philadelphia, PA 19131-1696
(215) 871-2710
Fax: 215-871-2715
E-mail: pip@vn.temple.edu

Research Grants

Peter Dorwick, Principal Investigator
Video Feedforward to Promote Reading Communication, and Effective Judgements by Young Children With Disabilities
Children's Seashore House
3405 Civic Center Boulevard
Philadelphia, PA 19104
(215) 895-3256

Stephen Bagnato, Principal Investigator
The CHILD Health Resource Partnership: Collaborative Health Interventions for Learners With Disabilities (CHILD)
Children's Hospital of Pittsburgh
3705 Fifth Avenue
Pittsburgh, PA 15213-2583
(412) 692-5560

Ruth Wolery, Principal Investigator
The Effects of a Writing Intervention on the Development of Phonological Skills in Primary Grade Children With Learning and Reading Disabilities
Department of Instruction and Learning
University of Pittsburgh
4K31 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7080

Marley Watkins, Principal Investigators
Parents' Involvement in Their Infants' and Toddlers' Assessment: An Experimental Scale to Demonstrate the Reliability and Validity of Parents' Ratings of Their Children's Development
Pennsylvania State University
110 Technology Center
University Park, PA 16802
(814) 863-2419

continued

Personnel Preparation Grants

Janice Burke, Project Director
Advanced Training for Occupational Therapists to Provide Related Services to Infants and Toddlers and Their Families
College of Allied Health Sciences
Thomas Jefferson University
130 South Ninth Street, Suite 820
Philadelphia, PA 19107
(215) 503-9606

Kenneth Thurman, Project Director
Early Childhood Speciality Certification for School Psychologists
College of Education
Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122
(215) 204-6018

Janet Lonsdale, Project Director
Parents Union for Public Schools
311 South Juniper Street, Suite 602
Philadelphia, PA 19107
(215) 546-1166
Fax: 215-731-1688
E-mail: CDavis@aol.com

Philippa Campbell, Director
Recruiting, Retaining, and Training Early Intervention Personnel From Minority Groups: An Experimental Early Childhood
Undergraduate Training Program
Allegheny University of Health Sciences
Medical Office Building
Rowland Hall, Suite 403
4190 City Avenue
Philadelphia, PA 19131-1696
(215) 871-2710
Fax: 215-871-2715
E-mail: pip@vn.temple.edu

Kenneth Thurman, Project Director
Unified Preparation for Better Early Education Teachers (UPBEET)
College of Education
Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122
(215) 204-6018

Virginia Swisher, Project Director
Enhanced Training Program for Teachers of the Deaf
350 Thackery Hall
University of Pittsburgh
Pittsburgh, PA 15260
(412) 648-7329

Louise Kaczmarek, Project Director
Grants for Preservice Personnel Training: Training Early Interventionists in Low-Incidence Disabilities
University of Pittsburgh
Pittsburgh, PA 15260
(412) 624-7400

Louise Kaczmarek, Project Director
Interdisciplinary Preparation of Leadership Personnel in Early Intervention & Prevention of Developmental Disabilities
Department of Communications
University of Pittsburgh
3600 Forbes Avenue, Suite 500
Pittsburgh, PA 15213
(412) 648-7449

Dona Bauman, Project Director
Training of Paraprofessional to Work With Children Ages Birth to 5 and Their Families
3705 Fifth Avenue
Pittsburgh, PA 15213-2583
(412) 692-5560

John Neisworth, Director
Penn State Collaborative Leadership Program for Early Intervention
Department of Education and School of Psychology
227 Cedar Building
Penn State University
University Park, PA 16802
(814) 863-2280
Fax: 814-863-7750

Louise Thieme, Project Director
Parent Education Network
333 East 7th Avenue
York, PA 17404
(717) 845-9722 (voice/TDD)
(800) 522-5817 (PA only)
(800) 441-5028 (Spanish)
Fax: 717-848-3654

PUERTO RICO

3-5 (Section 619) Contact

Myrta Reyes, Director for Early Childhood
Department of Education
P.O. Box 190759
Hato Rey, PR 00919
(787) 759-6214
Fax: 787-753-7691

Infant/Toddler (Part H) Contact

Naydamar Perez de Otero, Part H Coordinator
Department of Health
Office of the Secretary
Call Box 70184
San Juan, PR 00936
(787) 274-5659
Fax: 787-765-3301

Chair, Interagency Coordinating Council

Atenaida Gonzalez Velez, President Consejo Interagencial
Department of Health
P.O. Box 70184
San Juan, PR 00936
(787) 767-0870
Fax: 787-767-5675

Personnel Preparation Grants

Carmen Selles de Vila, Project Director
Asociación de Padres pro Bienestar de Niños con Impedimentos de P.R.
P.O. Box 21301
San Juan, PR 00928
(787) 763-4665 (voice/TDD)
Fax: 787-765-0345

Lourdes Gonzales, Project Director
Preparation of Personnel Qualified to Serve Young Children With Disabilities in Puerto Rico
Inter-American University
GPO Box 363255
San Juan, PR 00936
(787) 758-0899

RHODE ISLAND

3-5 (Section 619) Contact

Robert Pryhoda, Coordinator
Amy Cohen, Preschool ECSE Consultant
Barbara Burgess, Preschool Grant Coordinator/Early Childhood Consultant
Office of Integrated Social Services
Department of Education
Shepherd Building
255 Westminister Road
Providence, RI 02903-3400
(401) 277-4600, ext. 2408 (Cohen)
Fax: 401-277-4979
E-mail: ride0016@ride.ri.net (Cohen)

Infant/Toddler (Part H) Contact

Ron Caldarone, Part H Coordinator
Division of Family Health
State Department of Health
3 Capitol Hill, Room 302
Providence, RI 02908-5097
(401) 277-1185, ext. 112
Fax: 401-277-1442

Chair, Interagency Coordinating Council

James Healey
Rhode Island Arc
99 Bald Hill Road
Cranston, RI 02920
(401) 463-9191
Fax: 401-463-5337

EEPCD Research Institute

Thomas T. Kochanek, Co-Director
Early Childhood Research Institute: Service Patterns and Utilization A Collaborative and Systems-Based Investigation
School of Education and Human Development
Rhode Island College
600 Mt. Pleasant Avenue
Providence, RI 02908
(401) 456-8599
(also see North Carolina)

Personnel Preparation Grants

Deanna Forist, Project Director
Rhode Island Parent Information Center
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144
(800) 464-3399 (RI only)
(401) 727-4151 (TDD
Fax: 401-727-4040

SOUTH CAROLINA

3-5 (Section 619) Contact

Norma Donaldson-Jenkins, 619 Coordinator
Office of Programs for Exceptional Children
State Department of Education
Rutledge Building
1429 Senate Street
Columbia, SC 29201
(803) 734-8811
Fax: 803-734-4824

Infant/Toddler (Part H) Contact

Kathy Hart, Coordinator
BabyNet
Bureau of Maternal and Child Health
Department of Health and Environmental Control
Robert Mills Complex, Box 101106
Columbia, SC 29201
(803) 737-4045 or -4046
Fax: 803-734-4459

Chair, Interagency Coordinating Council

Susanna V. Duckworth
230 O Withers Building
Rock Hill, SC 29733
(803) 323-2453
Fax: 803-323-2585

Heather Gilmer, Director of State ICC
Office of Governor
Division of Health and Human Services
1205 Pendleton Street
Columbia, SC 29201
(803) 734-0561
Fax: 803-734-0241

Personnel Preparation Grants

Janie Hodge, Project Director
Preparing Special Educators With Expertise in Early Literacy Instruction: Translating Research Into Practice
Sponsored Programs
Box 345702 - 300 Brackett Hall
Clemson University
Clemson, SC 29634
(864) 656-1613

Hiram McDade, Project Director
Preparing Speech-Language Pathologists for Early Intervention: A Family-Centered, Interdisciplinary Approach
Department of Speech Pathology
University of South Carolina
901 Sumter Street
Columbia, SC 29208
(803) 777-7093

Mary Eaddy, Director
PRO-PARENTS
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859 (voice/TDD)
(800) 759-4776 (SC parents only)
Fax: 803-252-4513
E-mail: PROParents@aol.com

82

continued

SOUTH DAKOTA

3-5 (Section 619) Contact

Michelle Powers, 619 Coordinator
Office of Special Education
Department of Education and Cultural Affairs
Kneip Building, 700 Governors Drive
Pierre, SD 57501
(605) 773-3678
Fax: 605-773-6139
E-mail: michellep@deca.state.sd.us
WWW: http://www.state.sd.us/deca/

Infant/Toddler (Part H) Contact

Barb Lechner, Education Program Assistant Manager
Office of Special Education
Department of Education and Cultural Affairs
700 Governors Drive
Pierre, SD 57501
(605) 773-4478 or 3678
Fax: 605-773-6052

Chair, Interagency Coordinating Council

ICC Chair—Position Vacant

Personnel Preparation Grant

Monica Degen, Director
South Dakota Parent Connection
3701 West 49th, Suite 200 B
Sioux Falls, SD 57106
(605) 361-3171
(800) 640-4553 (SD only)
Fax: 605 361-2928
E-mail: jdiehl@sdparentconnection.com
WWW: www.dakota.net/sdpc

TENNESSEE

3-5 (Section 619) Contact

Joseph Fisher, Associate Commissioner
Division of Special Education
State Department of Education
8th Floor - Gateway Plaza
710 James Robertson Parkway
Nashville, TN 37243-0380
(615) 741-2851
Fax: 615-532-9412
E-mail: jfisher@mail.state.tn.us

Infant/Toddler (Part H) Contact

Sarah Willis, Director, Early Childhood Programs, Part H Coordinator
Office for Special Education
State Department of Education
8th Floor - Gateway Plaza
710 James Robertson Parkway
Nashville, TN 37243-0380
(615) 741-2851
741-3537 (Willis)
Fax: 615-532-9412

Chair, Interagency Coordinating Council

Wesley Brown, Director
Center for Early Childhood
East Tennessee State University
Box 70434
Johnson City, TN 37614-0434
(423) 439-4192 or -5849
Fax: 423-439-5821
E-mail: wesbrown@etsu-tn.edu

EEPCD Demonstration Project

Lynda Pearl, Project Director and Principal Investigator
Project TIES: Toward Inclusion in Early Education
East Tennessee State University
Box 70434
Johnson City, TN 37614-0434
(423) 929-5614 or 5849
Fax: 423-929-5821
E-mail: pearl@etsuvax.east-tenn-st.edu
WWW: http://child.etsu-tn.edu

EEPCD Research Institute

Evan Horn, Co-Investigator
Early Childhood Research Institute on Inclusion
Box 328 Peabody College
Nashville, TN 37203
(615) 322-8185
Fax: 615-322-8236
E-mail: horne@uansv5.vanderbilt.edu
(also see California, Maryland, North Carolina, and Washington addresses)

Research Grants

Paddy Favazza, Principal Investigator
Strategies for Promoting Social Relationships Between Young Children With and Without Disabilities
Department of Instruction and Curriculum
College of Education
University of Memphis
CB# 526017
Memphis, TN 38152-6017
(901) 678-3451

Fred Bass, Principal Investigator
A Study of the Auditory Characteristics of Children With Autism
Bill Wilkerson Center
1114 19th Avenue South
Nashville, TN 37212
(615) 322-4099

Paul Yoder, Principal Investigator
Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention
Peabody College
Vanderbilt University
Box 328
Nashville, TN 37203
(615) 322-8464

Douglas Fuchs and Lynn Fuchs, Co-Principal Investigators
Promoting Attention, Literacy, and Socialization (PALS) Among Students With Emotional/Behavior Disorders
Department of Special Education
Peabody College
512 Kirkland Hall
Vanderbilt University
Nashville, TN 37240
(615) 343-4782

Personnel Preparation Grants

Nancy Diehl, Director
The STEP Center
Support and Training for Exceptional Parents
424 East Bernard Avenue, Suite 3
Greeneville, TN 37745
(423) 639-0125
(800) 280-STEP (TN only)
(423) 639-2464 (TDD)
Fax: 423-636-8217
E-mail: tnstep@aol.com

continued

Personnel Preparation Grants, ***continued***

Ann Kaiser, Project Director
Doctoral Leadership Training in Early Childhood Special Education
Department of Special Education
Vanderbilt University
Box 328 Peabody College
Nashville, TN 37240
(615) 322-8186

Fred Bess, Project Director
Preparation of Audiologists to Serve Infants, Toddlers, and Preschool-Age Children
Division of Hearing and Speech Science
School of Medicine
Vanderbilt University
21st Avenue S
Nashville, TN 37232
(615) 322-4099

TEXAS

3-5 (Section 619) Contact

Kathy Clayton, 619 Coordinator
Special Education Programs
Texas Education Agency
1701 North Congress, Room 5-120
Austin, TX 78701
(512) 463-9414
Fax: 512-463-9434
E-mail: kparks@tenet.edu

Infant/Toddler (Part H) Contact

Mary Elder, Administrator
Texas ECI Program
4900 North Lamar
Austin, TX 78751-2399
(512) 424-6754
424-6751 (Elder)
Fax: 512-424-6749
E-mail: melder@eci.tx.us

Chair, Interagency Coordinating Council

Alba Ortiz
Office of the Dean
College of Education, EBB 210
The University of Texas at Austin
Austin, TX 78712
(512) 471-7255
Fax: (512) 471-0846

Research Grant

Jean Andrews, Principal Investigator
A Study of Four African-American Families Reading to Their Young Deaf Children: A Longitudinal Study
Lamar University
P.O. Box 10076
Beaumont, TX 77710
(409) 880-8170

Personnel Preparation Grants

Millicent Kushner, Project Director
Grant for Preservice Personnel Preparation for Careers in Special Education, Related Services -- RCE and ECE Intervention and Preschool
Office of Sponsored Projects
University of Texas at Austin
P.O. Box 7726
Austin, TX 78713
(512) 471-6424

Keith Turner, Project Director
Inclusive Early Childhood Training
Department of Special Education
University of Texas
P.O. Box 726
Austin, TX 78712
(512) 471-4161

Janice Meyer, Project Director
PATH Project
Partners Resource Network, Inc.
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4889
(409) 898-4684, or -4816
(800) 866-4726
Fax: 409-898-4869
E-mail: TXPRN@juno.com
WWW: www.salsa.net/~path

Wayne Hresko, Director
Graduate Preparation for Personnel to Serve as Early Childhood Special Education Teachers With Emphasis on Retention/Recruitment, Full Qualifications, Rural Needs, Improving Services for Minority Children, and Training Minority Personnel
Department of Special Education
University of North Texas
P.O. Box 13857
Denton, TX 76203
(817) 565-3583
Fax: 817-565-4055

continued

Personnel Preparation Grants, *continued*

Jean Pyfer, Project Director
Preparation of Leadership Personnel
TWU Station
Box 23717
Texas Womans University
Denton, TX 76208-1717
(817) 898-2576

Melanie Jephson, Project Director
A New Interdisciplinary Program to Prepare Undergraduate Students to Work as Early Intervention Specialists
Department of Counseling and Special Education
P.O. Box 13019
Stephen Austin State University
Nacogdoches, TX 75962
(409) 568-2906

Linda Thibodeau, Project Director
Personnel Training in Pediatric Rural Rehabilitation
Program in Communication Disorders
Callier Center for Communication Disorders
University of Texas at Dallas
Richardson, TX 75080
(214) 883-2313

Yvette Hinojosa, Project Director
Project PODER
2300 West Commerce, Suite 205
San Antonio, TX 78207
(210) 222-2637 (voice/TDD)
(800) 682-9747 (TX only) (voice/TDD)
Fax: 210-222-2638

UTAH

3-5 (Section 619) Contact

Brenda Broadbent, 619 Coordinator
Special Education Services Unit
State Office of Education
250 East 500 South
Salt Lake City, UT 84111
(801) 538-7708
(800) 662-6624
Fax: 801-538-7991
E-mail: bbroadbe@usoe.k12.ut.us
WWW: http://www.usde.k12.ut.us

Infant/Toddler (Part H) Contact

George Delavan, Director
Children's Special Health Services
Darla Saunders, Coordinator
Early Intervention Program
Baby Watch Early Intervention
Division of Family Health Services
Utah Department of Health
PO Box 144101
Salt Lake City, UT 84114-4101
(801) 538-6165 (Delavan)
584-8226 (Saunders)
Fax: 801-584-8496
E-mail:
hlfhs44med.dsaunder@state.ut.us

Chair, Interagency Coordinating Council

Gayle Drollinger
Uintah County Early Intervention
671 West 100 North
Vernal, UT 84078
(801) 789-5409
Fax: 801-789-5478
E-mail:
Gayle.Drollinger@mail.uintah.k12.ut.us

EEPCD Inservice Project

Don Barringer, Project Director
Barbara Glover, Project Coordinator
Providing Accessible Statewide Training for Practicing Professionals and Paraprofessionals Working With Infants, Toddlers and Preschoolers Who Are Deaf or Hard of Hearing and Their Families
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317
E-mail: fatrw@cc.usu.edu

EEPCD Outreach Projects

Don Barringer, Project Director
A Family-Centered Approach to Integrated Intervention Serving Infants, Toddlers, and Preschool Age Children Who Are Deaf
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317
E-mail: fatrw@cc.usu.edu

Don Barringer, Project Director
Dorothy Johnson, Coordinator
Outreach Services to Simulate Services for Infants, Toddlers, and Preschool Age Children With Sensory Impairments and Additional Disabilities and Their Families
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317
E-mail: fatrw@cc.usu.edu

Don Barringer, Project Director
Project AHEAD (At Home and At Day Care)
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

Elizabeth Morgan, Project Director
Project VIISA Outreach
SKI-HI Institute
809 North 800 East
Utah State University
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

Research Grants

Linda Goetze, Principal Investigator
Early Intervention Benefit/Cost Longitudinal Study
Early Intervention Research Institute
Utah State University
Logan, UT 84322-6580
(801) 797-3125

Glenna Boyce, Principal Investigator
Parent-Child Interaction Systems: A Long-Term Evaluation
Center for Persons with Disabilities
Utah State University
Logan, UT 84322
(801) 750-1179

Rosa Santos, Principal Investigator
Research on Behavioral Momentum With Preschool Children With Disabilities
Department of Special Education and Rehabilitation
Utah State University
Logan, UT 83422-2865
(801) 797-2382

Andrea McDonnell, Principal Investigator
Maximizing Effective Teacher-Mediated Intervention in Inclusive Preschools Implementing Developmentally Appropriate Practice
Department of Special Education
University of Utah
MBH 221
Salt Lake City, UT 84112
(801) 581-3318

Personnel Preparation Grants

Sarah Rule, Project Director
Development and Evaluation of a Program to Teach Naturalistic Early Intervention Strategies to Personnel in Inclusive Environments
Utah State University
UMC 6845
Logan, UT 84322-6805
(801) 797-1987
E-mail: s-rule@edu-usu-cpd2

continued

Personnel Preparation Grants, ***continued***

Sarah Rule, Project Director
Preparation of Rural Personnel to Serve Young Children With Disabilities and Their Families: A Multi-University Consortium
Center for Persons with Disabilities
Utah State University
UMC 6845
Logan, UT 84322-6805
(801) 797-1987
E-mail: s-rule@edu-usu-cpd2

Sarah Rule, Project Director
Recruitment and Preparation of Personnel Qualified to Serve Young Children With Disabilities
Center for Persons With Disabilities
Utah State University
UMC 6845
Logan, UT 84322-6805
(801) 797-1987
E-mail: s-rule@edu-usu-cpd2

Helen Post, Project Director
Utah Parent Center (UPC)
2290 East 4500 South, Suite 110
Salt Lake City, UT 84117
(801) 272-1051, 801-272-1067
(800) 468-1160 (UT only)
Fax: 801-272-8907
E-mail: upc@inconnect.com

VERMONT

3-5 (Section 619) Contact

Kathy Andrews, 619 Coordinator
Special Education Unit
State Department of Education
120 State Street
Montpelier, VT 05620
(802) 828-5115
Fax: 802-828-3140
E-mail: kandrews@doe.state.vt.us

Infant/Toddler (Part H) Contact

Beverly MacCarty, Part H Coordinator
Wendy Smith, Part H Staff
Family, Infant and Toddler Project of Vermont
108 Cherry Street
P.O. Box 70
Burlington, VT 05402
(802) 651-1786
Fax: 802-863-7635
E-mail: bmccart@vdhvax.state.vt.us

Chair, Interagency Coordinating Council

Mary Alice Leonard-Heath
Co-Chair (parent)
R R 1 Box 99C
Tunbridge, VT 05077-9718
(802) 685-3035
Fax: 802-685-3035
internet: leonard.heath@connriver.net

Wayne Fox
Co-Chair (professional)
499C Waterman Building
Burlington, VT 05405
(802) 656-4031
Fax: 802-656-1357
E-mail: wfox@zoo.uvm.edu

EEPCD Inservice Project

Wayne L. Fox, Project Director
Beverly Heise and Nancy Sugarman, Project Co-Coordinators
Creating Quality Home Care Environments for Young Children With Disabilities
Center for Developmental Disabilites
University of Vermont
499-C Waterman Building
Burlington, VT 05405
(802) 656-4031
Fax: 802-656-1357
E-mail: wfox@zoo.uvm.edu
bheise@zoo.uvm.edu
nsugarman@zoo.uvm.edu
WWW: http://www.uvm.edu/~uapvt/earlyed/

EEPCD Outreach Projects

Wayne Fox, Project Director
Jane Ross-Allen, Project Coordinator
National TEEM Outreach: A Process for Systematic Transition Planning and Collaborative Decision Making for Young Children Entering Kindergarten and Other General Education Settings
University Affiliated Program of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-1150
Fax: 802-656-1357
E-mail: wfox@zoo.uvm.edu
jrossall@zoo.uvm.edu
WWW: http://www.vum.edu/~uapvt/earlyed/teem.html

Wayne Fox, Project Director
Susan Alnasrawi, Project Coordinator
National Replication of a Model for Early Childhood Special Education Program Development
University Affiliated Program of Vermont
University of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031
Fax: 802-656-1357
E-mail: wfox@zoo.uvm.edu
salnasra@zoo.uvm.edu
WWW: http://www.uvm.edu/~uapvt/earlyed/

Research Grant

Martha Fitzgerald, Principal Investigator
Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems
University of Vermont
429 Waterman Building
Burlington, VT 05405
(802) 656-8551

Personnel Preparation Grants

Angela Capone, Project Director
Early Intervention Concentration at the Graduate Level to Retool Practicing Early Childhood Educators
University of Vermont
499-C Waterman Bldg
Burlington, VT 05405
(802) 656-4031

Angela Capone, Project Director
Essential Early Education Reach Out Program
Center for Developmental Disabilities
499-C Waterman Building
University of Vermont
Burlington, VT 05405
(802) 656-4031

Connie Curtin, Project Director
Vermont Parent Information Center
The Chace Mill
1 Mill Street, Suite A7
Burlington, VT 05401
(802) 658-5315 (voice/TDD)
(800) 639-7170 (VT only)
Fax: 802-658-5395
E-mail: vpic@together.net
WWW: www.together.net/~vpic

Lee Lauber, Project Director
Preparation of Community-Based Child Care Providers
Washington County Family Center
32 College Street, Suite 100
Montpelier, VT 05602
(802) 828-8765

VIRGIN ISLANDS

3-5 (Section 619) Contact

Elsie Monsanto, Special Education
Director (Acting)
Division of Special Education
Department of Education
#21-23 Hospital Street
Christiansted
St. Croix, VI 00820
(809) 773-7997
Fax: 809-773-4640

Infant/Toddler (Part H) Contact

Kim Gomez, Director
Birth to Three Project
Department of Health
Charles Harwood Memorial Hospital
3500 Richmond
Christiansted
St. Croix, VI 00820-4370
(809) 773-1311, ext. 3006,
3124, or 3156
777-8804 (St. Thomas)
Fax: 809-774-2820 or 809-773-9376

Chair, Interagency Coordinating Council

Lynn Berry Rodina, Co-Chair
(professional)
Department of Human Services
P.O. Box 4194
Christiansted
St. Croix, VI 00822
(809) 773-2323
Fax: 809-773-6121

Chearoll Looby-Williams, Co-Chair
(parent)
P.O. Box 4402
Christiansted
St. Croix, VI 00822
(809) 773-1040 or -2275
Fax: 809-773-1006

Personnel Preparation Grant

Catherine Glenn, Director
VI FIND
2 Nye Gade
St. Thomas, VI 00802
(809) 775-3962
(809) 774-1642 (TTY)
Fax: 809-775-3962

VIRGINIA

3-5 (Section 619) Contact

Linda Bradford, Principal Specialist in Special Education
Office of Special Education
State Department of Education
P.O. Box 2120
Richmond, VA 23218-2120
(804) 225-2675
Fax: 804-371-8796
E-mail: lbradfor@pen.k12.va.us
WWW: http://www.pen.k12.va.us/go/VDOE

Infant/Toddler (Part H) Contact

Anne Lucas, Part H Coordinator
Infant and Toddler Program
Department of Mental Health, Mental Retardation and Substance Abuse Services
P.O. Box 1797
Richmond, VA 23218
(804) 371-6592
Fax: 804-371-7959

Chair, Interagency Coordinating Council

John E. Frederick, Jr.
511 Decatur Drive
Salem, VA 24153
(540) 389-0832 (work)
389-7330 (home)
Fax: 540-389-0852

EEPCD Demonstration Project

Corinne W. Garland, Project Director
PARTners Plus — A Model of Respite Care Designed, Implemented and Evaluated by Families
Child Development Resources
150 Point O'Woods Road
P.O. Box 280
Norge, VA 23127
(757) 566-3300
Fax: 757-566-8977
E-mail: cdrtraining@gc.net

EEPCD Outreach Projects

Nona Flynn, Project Co-Director
Multicultural Early Childhood Team Training: Outreach
Parent Educational Advocacy Training Center
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691-7826
Fax: 703-691-8148
E-mail: PEATCinc@aol.com
and
Eva Thorp, Project Co-Director
Kyppee Evans, Project Coordinator
George Mason University
Graduate School of Education
MSN 4B3
Fairfax, VA 22030-4444
(703) 993-2035
Fax: 703-993-3681
E-mail: ethorp@wpgate.gmu.edu
WWW: http://gse.gmu.edu

Corinne W. Garland and Barbara A. Kniest, Project Co-Directors
Andrea Quigley, Coordinator
Caring for Infants and Toddlers With Disabilities: New Roles for Physicians (C-FIT)
Child Development Resources
150 Point O'Woods Road
P.O. Box 280
Norge, VA 23127
(757) 566-8980
565-0303 (Quigley)
Fax: 757-566-8977
757-565-0144 (Quigley)
E-mail: ncbj08a@prodigy.com

Corinne Garland, Executive Director
Adrienne Frank, Project Coordinator
Trans/Team Outreach: An In-Service Model Replication Project
Child Development Resources
150 Point O'Woods Road
P.O. Box 280
Norge, VA 23127
(757) 566-3300
Fax: 757-566-8977
E-mail: ncbj08a@prodigy.com

Corinne Garland and Sheri Osborne, Project Co-Directors
Michele Taylor and Marilyn Dunning, Project Co-Coordinators
SpecialCare Outreach
Child Development Resources
150 Point O'Woods Road
P.O. Box 280
Norge, VA 23127-0280
(757) 566-3300
Fax: 757-566-8977
E-mail: specialcare@gc.net

EEPCD Research Institute

Bruce Ramirez, Co-Principal Investigator
Early Childhood Research Institute for Culturally and Lingusitically Appropriate Services (CLAS)
Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
(703) 264-9404
Fax: 703-620-2521
(also see Illinois and Wisconsin addresses)

Research Grants

Dale Dumas, Principal Investigator
Information Transfer
Capital Consulting Corporation
8626 Lee Highway, Suite 2135
Fairfax, VA 22031-2135
(703) 876-0401

Eric Kirkland, Principal Investigator
Captioning Instructional Videos to Improve Literacy
National Captioning Institute
1900 Gallows Road, Suite 3000
Vienna, VA 22182
(703) 917-7623

Personnel Preparation Grants

Robert Pianta, Project Director
An Early Intervention Training Curriculum on Parent-Child Relationships
Curry School and Medical School
173 Ruffner Hall
University of Virginia
405 Emmet Street
Charlottesville, VA 22903
(804) 983-5483

continued

Personnel Preparation Grants, *continued*

Cherie Takemoto, Project Director
Parent Education Advocacy Training Center (PEATC)
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691-7826 (voice/TDD)
(800) 869-6782 (VA parents only)
Fax: 703-691-8148
E-mail: peatcinc@aol.com
WWW: members.aol.com/peatcinc.index.htm

Jennifer Kilgo, Project Director
Collaborative Roles and Responsibilities in Early Intervention/Education: Preparing Personnel for Urgent Challenges and Opportunities
Virginia Institute on Developmental Disabilities
Virginia Commonwealth University
Richmond, VA 23298
(804) 367-1305

Jennifer Kilgo, Project Director
Family-Centered Personnel Preparation: From Rhetoric to Reality
Virgininia Commonwealth University
Richmond, VA 23298
(804) 828-1305

Ann Cox, Project Director
Interdisciplinary Related Services Training: An Expanded Approach to Inclusive and Family Centered Early Intervention
Department of Developmental Disabilities
Virginia Commonwealth University
Richmond, VA 23298
(804) 225-3876

WASHINGTON

3-5 (Section 619) Contact

Anne Shureen, 619 Coordinator
Office of the Superintendent of Public Instruction
Old Capitol Building, FG-11
P.O. Box 47200
Olympia, WA 98504
(360) 753-0317
Fax: 360-586-0247
E-mail:
ashureen@inspire.ospi.wednet.edu

Infant/Toddler (Part H) Contact

Sandy Loerch, Part H Coordinator
Infant Toddler Early Intervention Program
Department of Social and Health Services
12th and Franklin Streets
P.O. Box 45201
Olympia, WA 98504-5201
(360) 902-8490
Fax: 360-902-8497

Chair, Interagency Coordinating Council

Kathy Christiansen, Early Childhood Coordinator
ESD 101
West 1025 Indiana
Spokane, WA 99205
(509) 456-6320
Fax: (509) 456-2999

EEPCD Demonstration Projects

Angela Notari-Syverson, Co-Director
Rollanda O'Connor, Co-Director
Supporting Literacy Development in Young Children With Disabilities: A Comprehensive Interactive Emergent Literacy Curriculum for Preschoolers
Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1523
E-mail: anotari@halcyon.com

Rodd Hedlund, Project Director
Angela Notari-Syverson, Curriculum and Evaluation Specialist
Supporting Neurobehavioral Organizational Development in Infants With Disabilities: The Neurobehavioral Curriculum for Early Intervention
Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1523
E-mail: anotari@halcyon.com

EEPCD Inservice Projects

Nancy Hatfield, Project Director
Project SIT-UPS: Sensory Impairment Training to Upgrade Professionals' Skills
Puget Sound ESD
400 South West 152nd Street
Burien, WA 98166
(206) 439-6925
Fax: 206-439-3961
E-mail: nhatfiel@psesd.wednet.edu

Mary Maddox, Principal Investigator
Kevin Cole, Co-Principal Investigator
Angela Notari-Syverson, Research Scientist
Inservice Training for Staff Serving Young Children With Disabilities and Limited English Proficiency: Constructive Interaction Around Books and Play
Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1523
E-mail: mmaddox@halcyon.com
kcole@u.washington.edu
anotari@halcyon.com
WWW:
http:// ww.mediatedlearning.org

EEPCD Outreach Projects

Joseph Stowitschek and Ilene Schwartz, Project Co-Directors
James Rodriguez, Project Coordinator
Generative Empowerment of Early Educators to Engage in Continuous Program Renewal for Young Children With Disabilities: A Technology-Supported Approach
Experimental Education Unit
EEU Box 357925
University of Washington
Seattle, WA 98195
(206) 543-4011
Fax: 206-543-8480
E-mail: stowi@u.washington.edu
jemz@u.washington.edu

Kevin Cole, Co-Principal Investigator
Angela Notari-Syverson, Co-Principal Investigator
Mediated Learning Outreach Training: Promoting Developmentally Appropriate Practices in Inclusive Settings
Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1526
E-mail: kcole@u.washington.edu
anotari@halcyon.com
WWW:
http://www.mediatedlearning.org

EEPCD Research Institute

Ilene Schwartz, Co-Investigator
Early Childhood Research Institute on Inclusion
Experimental Education Unit
Box 357925
Seattle, WA 98195
(206) 543-4011
Fax: 206-616-8177
E-mail: ilene@u.washington.edu
and
Susan Janko, Co-Investigator
College of Education
Box 353600
Seattle, WA 98195
(206) 543-1827
Fax: 206-543-8439
E-mail: sjanko@u.washington.edu
(also see California, Maryland, North Carolina, and Tennessee addresses)

continued

Research Grant

Kevin Cole, Principal Investigator
A Longitudinal Follow-Up of
Graduates From Two Contrasting
Preschool Instructional Models:
Phase 2
Experimental Education Unit
University of Washington
Box 37-7925
Seattle, WA 98195-7925
(206) 543-4011

Personnel Preparation Grants

Ilene Schwartz, Project Director
Preparing Personnel to Teach Young
Children With Severe Disabilities in
Integrated Preschool Classrooms
Experimental Education Unit, WJ-10
University of Washington
Seattle, WA 98195
(206) 543-4011

Marie Thompson, Project Director
Preparing Early Childhood
Interventionists to Work With
Special Infants and Toddlers and
Their Families Including Minority
Families
Experimental Education Unit, WJ-10
University of Washington
Seattle, WA 98195
(206) 543-4011

Heather Hebdon, Project Director
Special Training of Military Parents
Suite A5
10209 Bridgeport Way, SW
Tacoma, WA 98499-2327
(253) 588-1741 (voice/TDD)
(800) 298-3543
Fax: 253-984-7520
E-mail: wapave9-2@idt.net
WWW: www.idt.net/~wapave9

Joanne Butts, Project Director
Washington PAVE
6316 South 12th Street
Tacoma, WA 98465-1900
(206) 565-2266 (voice/TDD)
Fax: 206-566-8052
E-mail: wapave9@idt.net
WWW: www.idt.net/~wapave9

WEST VIRGINIA

3-5 (Section 619) Contact

Ginger Huffman, 619 Coordinator
West Virginia Department of Education
Office of Special Education Administration
Capitol Complex
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, WV 25305-0330
(304) 558-2696
Fax: 304-558-3741
E-mail: pcart@access.k12.wv.us

Infant/Toddler (Part H) Contact

Pam Roush, Part H Coordinator
Early Intervention
Department of Health and Human Resources
Bureau for Public Health
Office of Maternal and Child Health
1116 Quarrier Street
Charleston, WV 25301
(304) 558-3071
558-6311 (Roush)
Fax: 304-558-4984

Chair, Interagency Coordinating Council

Ken Price
West Virginia Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303-1600
(304) 746-1986
(800) 642-3642
Fax: 304-746-1942

Personnel Preparation Grants

Pat Haberbosch, Project Director
West Virginia Parent Training and Information Project
371 Broddus Avenue
Clarksburg, WV 26301
(304) 624-1436 (voice/TTY)
Fax: 304-624-1438
E-mail: ljosie@aol.com

Daryll Bauer, Project Director
Infants, Toddlers, and Preschool Children Training Program
College of Education
106 Jenkins Hall
Marshall University
Huntington, WV 25755
(304) 696-2340
Fax: 304-696-6221

Wilfred Wienke, Co-Director
Preparing Early Intervention Personnel: A Distance Learning Model
Department of Special Education
University of West Virginia
P.O. Box 6845
Morgantown, WV 26506
(304) 293-3450
Fax: 304-293-7565

Wilfred Wienke, Project Director
Preparing Early Intervention Personnel: An Interdisciplinary Services Model
West Virginia University
P.O. Box 6845
Morgantown, WV 26506
(304) 293-3450
Fax: 304-293-7565

WISCONSIN

3-5 (Section 619) Contact

Brent C. Odell, Chief
Early Childhood Sensory and Language Impaired Programs
Jenny Lange, Program Supervisor
Early Childhood Handicapped Programs
Bureau for Exceptional Children
Wisconsin Department of Public Instruction
P.O. Box 7841
Madison, WI 53707
(608) 266-6981 (Odell)
267-9172 (Lange)
Fax: 608-267-3746
E-mail: langejr@mail.state.wi.us

Infant/Toddler (Part H) Contact

Beth Wroblewski, Part H Coordinator
Division of Community Services
Department of Health and Social Services
P.O. Box 7851
Madison, WI 53707
(608) 267-3270
Fax: 608-261-6752

Chair, Interagency Coordinating Council

Stacy H. Wigfield, Acting Chair
Development and Training Center
2125 Third Street
Eau Claire, WI 54703
(715) 833-7755
Fax: 715-833-7757

EEPCD Demonstration Project

Julia Herwig, Project Director
Karen Wollenberg, Project Coordinator
Portage Project Demonstration Model
Cooperative Educational Service Agency #5
626 East Slifer Street
Portage, WI 53901
(608) 742-8811 ext. 226 (Herwig)
ext. 258 (Wollenberg)
Fax: 608-742-2384
E-mail: info@portageproject.org
WWW: http://www.portageproject.org/

EEPCD Outreach Projects

George Jesien, Director
Peg Rosin, Project Coordinator
Pathways: Service Coordination Outreach Project
Waisman Center
University of Wisconsin
1500 Highland Avenue, Room 619
Madison, WI 53705
(608) 265-2063
263-7710 (Jesien)
263-5984 (Rosin)
Fax: 608-263-0529
E-mail: pathways@waisman.wisc.edu
jesien@waisman.wisc.edu
rosin@waisman.wisc.edu
WWW: http://www.waisman.wisc.edu/earlyint/pathways

Julia Herwig, Project Director
Karen Wollenberg, Project Coordinator
Portage Project Model
Cooperative Educational Service Agency #5
626 East Slifer Street
Portage, WI 53901
(608) 742-8811, ext. 226 (Herwig)
ext. 258 (Wollenberg)
Fax: 608-742-2384

EEPCD Research Institute

Ann Hains, Co-Principal Investigator
Early Childhood Research Institute for Culturally and Lingusitically Appropriate Services (CLAS)
Department of Exceptional Education
University of Wisconsin at Milwaukee
P.O. Box 413
Milwaukee, WI 53201
(414) 229-4615
Fax: 414-229-5300
E-mail: annhains@csd.uwm.edu
(also see Illinois and Virginia addresses)

Research Grant

Thomas Kratochwill, Principal Investigator
An Exceptional Analysis of Teacher/Parent Mediated Interventions for Preschoolers With Behavioral Problems
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706
(608) 262-5912

Personnel Preparation Grants

David Franks, Project Director
Training Teachers of Infants, Toddlers, and Preschoolers At High Risk or Disabled for Employment in Rural Areas
Department of Special Education
University of Wisconsin
Eau Claire, WI 54702
(715) 836-5740

George Jesien, Director
Family-Centered, Interdisciplinary Training Program in Early Intervention
Waisman Center, Room 225
University of Wisconsin at Madison
1500 Highland Avenue
Madison, WI 53706
(608) 263-7710
Fax: 608-263-0529
E-mail: jesien@waisman.wisc.edu

Maribeth Gettinger, Project Director
Interdisciplinary Training Model for Inclusion Specialists
Waisman Center
750 University Avenue
Madison, WI 53706
(608) 265-3474
Fax: 573-651-2410
E-mail: pparette@semovm.semo.edu

Thomas Kratochwill, Project Director
Preparation of Consultants to Serve Minority Preschool Children Through Teacher and Parent Consultees
Wisconsin Center for Education Research
University of Wisconsin
750 University Avenue
Madison, WI 53706
(608) 263-4741

BEST COPY AVAILABLE

continued

Personnel Preparation Grants, ***continued***

George Jesien, Director
WEIPP: Wisconsin Early Intervention Preservice Project
Waisman Center, Room 225
University of Wisconsin at Madison
1500 Highland Avenue
Madison, WI 53706
(608) 263-7710
Fax: 608-263-0529
E-mail: jesien@waisman.wisc.edu

Patrice Colletti, Executive Director
Parent Education Project of Wisconsin, Inc.
2192 South 60th Street
West Allis, WI 53219-1568
(414) 328-5520
(800) 231-8382
Fax: 414-328-5530
E-mail: colletti@omnifest.uwm.edu

WYOMING

3-5 (Section 619) Contact

Sara Mofield, 619 Consultant
State Department of Education
Special Education Unit
2300 Capitol Avenue, 2nd Floor
Cheyenne, WY 82002-0050
(307) 777-6236
Fax: 307-777-6234
E-mail: smofie@educ.state.wy.us

David Haines, Program Manager
Division of Developmental Research
1409 First Floor West
Cheyenne, WY 82002-0050
(307) 777-5246
Fax: 307-777-6047

Infant/Toddler (Part H) Contact

Wayne Johnson, Program Manager
Mitch Brauchie, Part H Coordinator
Division of Developmental Disabilities
Department of Health
1413 1st Floor West
Herschler Building
Cheyenne, WY 82002
(307) 777-7115 (Johnson)
777-6972 (Brauchie)
Fax: 307-777-6972 (Johnson)
777-6047 (Brauchie)

Chair, Interagency Coordinating Council

Dan Wilde
Protection & Advocacy
123 Capitol Building
Cheyenne, WY 82002
(307) 777-7838
Fax: 307-777-3687

Personnel Preparation Grants

Terri Dawson, Project Director
Wyoming Parent Information Center
5 North Lobban
Buffalo, WY 82834
(307) 684-2277 (voice/TDD)
(800) 660-WPIC (WY only)
Fax: 307-684-5314

EEPCD Project Abstracts

Demonstration Projects 85
Inservice Training Projects 102
Outreach Projects 111
Research Institutes 136
Technical Assistance Center 139
Index of Descriptors of EEPCD Project 141

A Training and Consultation System for the Long-Distance Delivery of Family-Based Intensive Early Intervention to Young Children With Autism

Demonstration Project
Grant No. H024B60061 (1996–99[99–01])
Fiscal Agency: University of Alaska at Anchorage

Todd Risley, Project Director
Lynn Paterna, Project Coordinator
2600 Denali Street, Suite 304
Anchorage, AK 99503
(907) 276-4192
Fax: 907-276-4114

Purpose: To develop a training and consultation system for long-distance delivery of a family-based early intervention program to serve children with autism in remote locations.

Target: Young children, ages birth to 8 years, with autism who live in remote locations.

Approach: The project trains home-based teams to work with young children with autism. A designated team leader is trained on specific competencies, such as working with the child and family and team management. Team members work with the child in pairs and critique each other's techniques. Every 4 months, a video assessment protocol is used to measure the child's expressive language, social play, and engagement in activities and with other people. The child consultant trains the team in collaborative skills. Each team member provides the child with 2 to 4 hours of direct instruction each day. The team leader completes weekly team summaries; logs child progress and teaching hours; and records behavioral data, team meeting minutes, and consultation requests. The transition phase involves the parents taking over as team leaders, decreasing treatment, and integration of more community and family activities into the child's day. The child consultant supports the family in taking over this responsibility, and the team members in changing strategies to accommodate natural situations for the child. Communication is maintained from a distance via comprehensive and exportable training manuals, monitoring and tracking by speaker phones, written reports, video assessments, and regular consulting with the team and family on the child's developmental progress.

Outcomes: This model will increase the availability of intensive, community-based, cost-effective early intervention services to children with autism in rural locations. Children will make developmental progress through interventions provided in their natural environment. Manuals and videos will assist in training volunteers and families thereby increasing the availability of appropriate services.

A Family-Centered NICU Model

Demonstration Project
Grant No. H024B50095 (1995–98[98–00])
(originally Grant No. H024B50017)
Fiscal Agency: University of California at Santa Barbara

George Singer, Project Director
Graduate School of Education
2321 Phelps Hall
University of California at Santa Barbara
Santa Barbara, CA 93106
(805) 893-2198
Fax: 805-893-7264

Purpose: To establish a model family-centered newborn intensive care unit (NICU) and to disseminate the model nationally.

Target: Infants in the NICU and their families.

Approach: The model will consist of the following components: (a) family partnership in governance; (b) parent-to-parent support; (c) family-centered staff training; (d) community linkage to local physicians, hospitals, and early intervention programs; (e) family-centered information systems; (f) partnerships in decision making; (g) family psychosocial supports; and (h) family-centered follow-up services. A steering committee consisting of parents, physicians, nurses, social workers, early childhood educators, and special educators will oversee the design and implementation of each model component. The planning process will incorporate best practice for the development of an Individualized Family Service Plan (IFSP) along with the elements of a transition plan, a formalized plan to aid the family in taking the child into the home, including scheduled visits to follow-up clinics. Support for families will include family support groups for parents and siblings; "rooming in" for parents before discharge; and videotapes of parents caring for the special needs of their infants. The model will include training sessions for NICU staff on the IFSP process to ensure that they understand the law, recommended planning practices, and implementation of plans.

Outcomes: The family-centered NICU model is expected to improve social and emotional outcomes for families served by the NICU and to improve developmental outcomes for infants. A randomized group comparison design will study the efficacy of the interventions on measures of infant development, parental emotional and psychological status, family needs, and social support. A follow-up study will evaluate the impact of these practices over time. A qualitative evaluation will describe the processes of implementing the model and the impact of model components that cannot be evaluated experimentally.

BEST COPY AVAILABLE

The Colorado Family Project

Demonstration Project
Grant No. H024B20089 (1992–95[95–97])
Fiscal Agency: University of Colorado

Susan Moore and Barbara Roscoe,
Project Co-Directors
Arlene Stidler Brown, Coordinator
Speech Language and Hearing Sciences
University of Colorado
Campus Box 409
Boulder, CO 80309-0409
(303) 492-5284 (Moore)
492-3050 (Roscoe)
Fax: 303-492-3274
E-mail: moores@spot.colorado.edu

Purpose: To develop, implement, evaluate, and disseminate an innovative and improved service delivery model that addresses the issue of early and appropriate assessment of young children.

Target: Young children, from birth to 3 years of age, with disabilities and their families, who are from cultural, linguistic, and racial minority groups residing in areas of Colorado with large numbers of people from Native American and Latino cultures. Referrals to the project will include families from these and other underrepresented and underserved populations within and outside of Colorado. Efforts will be made to include infants who have been prenatally exposed to alcohol and other drugs.

Approach: The model will develop an assessment paradigm valuing parent/caregiver reports and relying on analysis of videotaped interaction with any communicative partner including teachers, siblings, and parents within a naturalistic setting. The resulting profile leads to intervention focusing on learning style and process within naturalistic contexts. Multiple functional outcomes will be assessed for participants.

Outcomes: Dissemination through workshops, presentations, a demonstration video, publications, and individual consultation will be accomplished during the 3-year period in preparation for outreach activities in years 4 and 5. By providing information and training related to preferred functional assessment practices to parents, early childhood service providers, and teachers, the development and educational outcomes of children with disabilities can be significantly enhanced.

Integrating Daily Activities

Demonstration Project
Grant No. H024B40059 (1994–97[97–99])
Fiscal Agency: University of Colorado Health Sciences Center

Cordelia Robinson, Project Director
Lucy Miller, Project Coordinator
JFK Center for Developmental Disabilities
University of Colorado Health Sciences Center
4200 East Ninth Avenue
Denver, CO 80262
(303) 315-5209
Fax: 303-315-6844
E-mail:robinsoc@essex.uchse.edu

Purpose: To develop an innovative model for assessment and intervention in natural settings based on functional goals integrated into the child and family's daily routines.

Target: Infants and toddlers who have low-incidence physical, sensory, or multiple disabilities, and their families.

Approach: A highly qualified team including a parent of a child with significant delays will develop, pilot, and disseminate a functionally oriented, outcome-based model for the delivery of early intervention services to infants and toddlers with significant disabilities. Assessment will be transdisciplinary and will focus on functioning related to routine daily activities that are deemed priorities by the child's family and day care setting. Intervention will be designed to fit into the family's and/or day care setting in a non-intrusive manner. Recommendations and assistance related to assistive technology will be incorporated.

Outcomes: Children will show progress in developmental and functional goals. Families will perceive themselves as more competent contributing team members, and schedules will be more conducive to quality family time. Competence of Part H program staff in collaboration on interagency teams will increase. Part H services for children with low-incidence disabilities will reflect to a greater degree principles of family centered, culturally competent, inclusive services. Print and video products will document the process and impact of this model.

Project Access: A Model for Capitated Early Intervention Transdisciplinary Habilitative Services

Demonstration Project
Grant No. H024B60042 (1996–99[99–01])
Fiscal Agency: University of Colorado

Cordelia Robinson, Project Director
Colorado University Affiliated Program
University of Colorado Health Sciences Center
4200 East 9th Avenue, Box C-234
Denver, CO 80262-0234
(303) 315-7224
Fax: 303-315-6844
E-mail: cordelia.robinson@uchsc.edu

Purpose: To develop and evaluate the costs and benefits of a capitated model for transdisciplinary, habilitative early intervention services and service coordination, which are family centered and consistent with the spirit and values of IDEA.

Target: Children in metropolitan Denver, ages birth to 5 years, who are Part H eligible and who are enrolled in and receive early intervention services through Colorado Access (Medicaid HMO).

Approach: The proposed system will hold providers accountable for integrating their interventions across disciplines (i.e., physical, occupational, and speech therapies) and settings (home, school, and recreation) and around functional outcomes and health promotion. The transdisciplinary habilitation team will operate under a capitated rate. The team will have flexibility within that rate to design and implement services using instructional and consultative strategies that have been shown to be effective and compatible with family preferences. The project will be a joint venture; Colorado Access will contract with The Children's Hospital of Denver and the University Affiliated Program of the University of Colorado Health Sciences Center to provide rehabilitation and therapy services on a capitated basis.

Outcomes: Data will be provided on the quality and effectiveness of care, integration of services, child outcomes, family satisfaction, and costs under a capitated versus a fee-for-service model of early intervention services. Project products will include documentation of standards of care, quality assurance criteria for all program components, and documentation of the process for shifting focus to a capitated model. Children will show progress on developmental and functional goals as a result of receiving therapy and appropriate assistive technology. Service coordination will reflect interagency coordination and reduce duplication. Families in the capitated model will demonstrate high levels of self-perceived competence in understanding their child's intervention plan.

Early Childhood Collaborative Service Delivery Model

Demonstration Project
Grant No. H024B30001 (1993–96[96–98])
Fiscal Agency: University of Connecticut Health Center, School of Medicine, Pediatrics

Mary Beth Bruder, Project Director
Diane Hatcher, Coordinator
Child and Family Studies, UCONN Health Center
Dowling North, MC-6222
263 Farmington Avenue, A-200
Farmington, CT 06032-6222
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1.uchc.edu
and hatcher@nso1.uchc.edu

Purpose: To develop, implement, and evaluate a model of collaborative early childhood services within an urban school district that is effective for families, children, staff, and administrators.

Target: Early childhood staff, related services staff, families, and policy makers involved with young children who have or are at risk for developing disabilities, particularly children who were prenatally exposed to alcohol or other drugs and young children from cultural, linguistic, and racial minority populations in Hartford, Connecticut, especially among the city's large Puerto Rican community.

Approach: This project encompasses three model components. The first component, family collaborations, focuses on adopting policies and practices that will increase the availability of family support services in the school district. The second component, service delivery collaborations, facilitates the adoption of service delivery practices, including transdisciplinary process, inclusive placements, social competency curriculum, and individual health care plans. Lastly, interagency collaborations are emphasized to assist in policy development in local and statewide planning. During the first project year, the model development process will be initiated with one district school. During years 2 and 3, the model will be replicated in all city schools with early childhood or special education classrooms. During years 4 and 5, the model will be available for replication throughout Connecticut and in other states.

Outcomes: During its first 3 years, the project will impact all 700 children enrolled in early childhood special education programs in Hartford Public Schools. The project also will benefit 840 children enrolled in the school district's early childhood readiness program, 1,000 children in Head Start, and 600 children in citywide day care. Administrators, service providers, and families will also benefit.

Developmental Access Through Primary Care: DAP Care Model

Demonstration Project
Grant No. H024B60010 (1996–99[99–01]
Fiscal Agency: Georgetown University Child Development Center

Judy Pokorni, Principal Investigator
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007-3935
(202) 687-8635
Fax: 202-687-8899
E-mail: pokornij@gunet.georgetown.edu
WWW: http://www.dml.georgetown.edu/depts/pediatrics/gucdc/index.html

Purpose: To develop a system for early identification and referral for children with disabilities that can be used by primary health care personnel.

Target: Young children, ages birth to 8 years, with disabilities; families who are Medicaid eligible and have young children with disabilities; and agencies and primary health care physicians who serve these children and their families.

Approach: A variety of training and technical assistance will be provided to community agencies, such as child care centers, Head Start programs, and elementary schools, that provide or could provide services to children enrolled in the project. Consultation will be provided regarding appropriate adaptations and interventions for children with a wide range of disabilities, directed first at the needs of individual children and second at building the agency's overall capacity to serve other young children with disabilities. The model includes four tiers: (a) family level, focusing the families' well-being and ability to meet the needs of their young children; (b) basic community level, focusing on the of informal supports and activities to meet the needs of young children; (c) intermediate support, focusing on enhancing skills and capacities of formal supports and activities; and (d) specialized services, focusing on linking families and their informal supports with needed specialized care. A needs assessment will identify informal and formal supports for children and families. A family advocacy component will facilitate use of family task forces.

Outcomes: The development of a system of early identification and referral for services that uses primary pediatrics will increase options to assure that all young children are screened for disabilities. The model will include a tracking and monitoring system to assure that children receive the services they need. Family well-being and ability to meet children's needs will be enhanced. Agencies will increase their capacity to meet children's needs via a continuum of services.

Developmentally Appropriate Play-Based Early Intervention/Education for Young Children With Disabilities (Project Play)

Demonstration Project
Grant No. H024B40064 (1994–97[97–99])
Fiscal Agency: Florida State University

Mary Frances Hanline and Pam Phelps, Project Co-Directors
Department of Special Education
Florida State University
Stone Building 205
Tallahassee, FL 32306-3024
(904) 644-4880
Fax: 904-644-8715

Purpose: To implement and evaluate a developmentally appropriate play-based early intervention/education model for toddlers and preschoolers with a variety of disabilities in a community child care program.

Target: Toddlers and preschoolers with a variety of disabilities in a community child care program.

Approach: The model involves four major components: (a) the arrangement of the physical environment to promote learning within the context of play; (b) a daily schedule that allows children adequate time to learn through play; (c) the role of the adults; and (d) adaptations and accommodations for children with disabilities. The project will implement the model with children with disabilities and their non-disabled peers. Evaluation methods will attend to the product and process of children's learning and to procedural and social validity. Findings will be disseminated nationally.

Outcomes: Toddlers and preschoolers with and without disabilities will benefit from project activities. A model for developmentally appropriate, play-based early intervention/education will be developed, implemented, and evaluated. Evaluation data will be translated into practical applications. Preschool staff will improve their intervention skills through participation in project activities. Project products (videotape and manuals) will be disseminated nationally.

Individualized Support for Young Children With Severe Problems in Communication and Behavior

Demonstration Project
Grant No. H024B30022 (1993–96[96–98])
Fiscal Agency: University of South Florida

Lise Fox, Project Director
Florida Mental Health Institute
University of South Florida
13301 Bruce B. Downs Boulevard, MHC 250-A
Tampa, FL 33612-3899
(813) 974-6100
Fax: 813-974-4406
E-mail: fox@hal.fmhi.usf.edu

Purpose: To initiate, demonstrate, evaluate, and replicate a model of individualized support for young children with severe disabilities of communication and behavioral adaptation that demonstrates the value of communication-based skill development and family support.

Target: Children less than 4 years of age who have developmental delays, with particular problems in behavior and communication, and their families in the Tampa Bay area.

Approach: The model seeks to optimize the child's development in the areas of functional communication and social interactions, and will attempt to provide educational and positive interventions in order to prevent the future occurrence or reoccurrence of serious problem behaviors such as aggression, self-injury, and other disruptive responses that are deemed incompatible with integrated educational and community participation. The program will conduct comprehensive assessments, provide information and training on an individual basis, and implement a home- and community-based curriculum of functional communication, social facilitation, cognitive stimulation, and skill development. Support will be provided to facilitate placement and adjustment in integrated preschool and day care environments. Comprehensive evaluations will be conducted to demonstrate program efficacy.

Outcomes: Participating children will demonstrate improvements in functional communication skills, skill enhancement in other developmental domains, and reduced problem behaviors. Families will gain: increased knowledge about their child's disability and appropriate interventions; better understanding of service systems and effective advocacy efforts; and expanded support in dealing with their child's disability. Participating service systems will gain: increased awareness of the needs of these children; increased knowledge of teaching strategies to enhance skills and reduce behavioral problems; and an increase in integrated programs

A Model for Early Treatment of Toddlers With Autism

Demonstration Project
Grant No. H024B20069 (1992–95[95–97])
Fiscal Agency: Emory Autism Resource Center

Gail McGee, Director
Emory Autism Resource Center
718 Gatewood Road
Atlanta, GA 30322
(404) 727-8350
Fax: 404-727-3969

Purpose: To develop, implement, evaluate, and disseminate a systematic, inclusive approach to intervention for toddlers with autism.

Target: Toddler-age children with or at risk for autism and their families, and typically developing toddlers as peer models.

Approach: The project will develop an incidental teaching curriculum that addresses the developmental goals of socially integrated groups of toddlers with autism and children without disabilities. The project will design, implement, and evaluate a replicable model for early intervention for children with autism, based on a comprehensive home- and center-based approach to education and treatment. Project information, materials, skills, and personnel will be available to improve current and newly developing service delivery systems in the state of Georgia and nationally.

Outcomes: By the end of the first project year, the program will be fully operational at the primary site, and incoming program evaluation data will direct the process of revision for replication. A program manual will be prepared to accompany the curriculum manual. Dissemination will take place through visitation, parent information seminars, media releases, community conferences, presentations, and publications.

Project Kako'o

Demonstration Project
Grant No. H024B50029 (1995–98[98–00])
Fiscal Agency: Department of Health

Jean Johnson, Project Coordinator
Department of Health
1600 Kapiolani, Suite 1401
Honolulu, HI 96814
(808) 942-8223
Fax: 808-946-5222

Purpose: To create a model project of a statewide system of services for young children with disabilities whose parents have cognitive disabilities, so that these parents can best support the optimal development of their children.

Target: All infants and toddlers in the State of Hawaii who are eligible for early intervention services under Part H of P.L. 102-119 and who have parents with cognitive disabilities.

Approach: The project will identify, implement, and disseminate those components most critical in a system of services for children who have parents with cognitive disabilities. The priorities, concerns, and resources of families will identified and documented through the development of an Individual Family Support Plan (IFSP). Training materials will be developed for parent coaches to support families. A peer educator (Parent Involvement Assistant) will be an integral part of Project Kako'o. Peer education will involve the sharing of information, attitudes, and behaviors. The project will incorporate previous research findings to create a culturally sensitive, community-based, family-centered system of services that builds on natural supports in the community so that families can more fully meet the needs of their children.

Outcomes: Parents who have cognitive disabilities will be enabled to more fully meet the needs of their children and to more fully participate in their communities. Through the provision of additional support services, a mechanism for the primary prevention of mental retardation and child abuse and neglect in this population will be institutionalized.

The Early Childhood Interactive Technology Literacy Curriculum Project (ITLC)

Demonstration Project
Grant No. H024B50064 (1995–98[98–00]
Fiscal Agency: Western Illinois University

Patricia Hutinger, Project Director
Linda Robinson, Project Coordinator
College of Education
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: PL-huntinger@wiu.edu

Purpose: To develop and demonstrate a developmentally appropriate Interactive Technology Literacy Curriculum (ITLC) component for programs that serve young children with disabilities.

Target: Children ages 3 to 6 years who have mild to severe and multiple disabilities and their families who live in rural and urban areas.

Approach: The ITLC will combine interactive multimedia computer software with emergent literacy experiences. Children with severe disabilities will use adaptive assistive technology tools to access literacy activities. The ITLC will be based on integrating a contemporary emergent literacy approach with successful assistive technology experiences for young children. Software will be selected according to an analysis of its quality and interactivity levels, appro-priateness, and appeal to children. The ITLC will be organized in three sections that will include activities designed for (a) interactive commercial software, (b) interactive software that the model classrooms produce using HyperStudio, a software authoring system, and (c) tool function software such as graphics and story making. Each section of the curric-ulum will contain on- and off-computer activities. Content will emphasize naturally occurring events in children's lives. A variety of materials to be used will include computers, peripherals, books, paper, crayons, paint, and the props of dramatic play. Developmen-tally appropriate activities will provide children with opportunities for child-directed learning. The use of technology will offer adaptive options, including speech and alternative inputs, which make participa-tion possible for children with severe impairments.

Outcomes: Outcomes are expected to include positive effects on the emergent literacy knowledge and abilities of the children. Children will participate in activities with typically developing children in natural settings. Children with severe disabilities will engage in literacy activities using assistive technology adaptations.

Expressive Arts Project

Demonstration Project
Grant No. H024B20010 (1992–95[95–97])
Fiscal Agency: Western Illinois University

Patricia Hutinger, Project Director
Joyce Johanson, Project Coordinator
College of Education
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: PL-huntinger@wiu.edu

Purpose: To develop and demonstrate a developmentally appropriate, activity-based expressive arts curriculum model for young children with disabilities.

Target: Children, less than 6 years of age, with mild to severe disabilities, including children from ethnic or cultural minorities and children who have been prenatally exposed to alcohol or other drugs.

Approach: Activities during the first project year will emphasize development of activities in the visual arts, with music and dramatics following in the second year, and complete demonstration and fine-tuning in the third year. The model will be field tested during the fourth and fifth project years. The activity-based curriculum model will be designed to fit into existing early intervention programs in public schools and agencies. An observational learning paradigm will be employed to introduce children with moderate to severe disabilities to activities when appropriate. Formative evaluation will focus on child outcomes, family outcomes, and staff outcomes. Assistive technology adaptations will be developed and employed. The use of these adaptations will be incorporated into the curriculum and manuals for early childhood staff and families, including media such as videotapes, videodiscs, and computer software.

Outcomes: The project will result in a well-documented, replicable model for use in providing services for young children with disabilities nationwide. Information on the project will be disseminated through news releases; television and radio; journal publications; electronic bulletin boards; and local, regional, and national conference presentations.

SPARK! Skills Promoted Through Arts, Reading and Knowledge

Demonstration Project
Grant No. H024B20082 (1992–95[95–97])
Fiscal Agency: University of Illinois

Susan Fowler, Project Director
Beverly Lewman, Project Coordinator
Children's Research Center
51 Gerty Drive, Room 88
Champaign, IL 61820
(217) 333-0689
Fax: 217-333-5847
E-mail: s-fowler@uiuc.edu
and b-lewman@uiuc.edu
WWW: http//www.ed.uiuc.edu/coe/sped/spark/

Purpose: To develop, implement, evaluate, and disseminate a creative arts curriculum that promotes growth in critical areas of development for young children with disabilities from diverse cultures, with a focus on young black children.

Target: Young children, 3 through 5 years of age, with disabilities, and their families.

Approach: A culturally sensitive creative arts curriculum will be developed to provide developmentally appropriate activities in music and movement, art, and drama and literature to enhance the development of self-esteem and cognitive, social, and motor skills. Appropriate teaching strategies for promoting learning through the creative arts will be used. Special adaptations to meet culturally relevant characteristics of black children will be included. Inservice training will be provided to enable teaching staff to implement the curriculum and become knowledgeable about the cultural attributes of black children. An effort also will be made to involve families in the educational process.

Outcomes: The project will develop manuals on the needs of the target population and tested techniques for use in their education. Dissemination will focus on sharing methodological information in the first year, gaining commitments from future field-testing sites in years 2 and 3, and on sharing findings and gathering support from professionals throughout the project. Dissemination will take place through presentations at professional meetings, articles submitted to professional journals, personal meetings with program directors and coordinators, and publications in state and regional newsletters.

BEST COPY AVAILABLE

Development, Testing, and Dissemination of Nonaversive Techniques for Working With Children With Autism

Demonstration Project
Grant No. H024B60027 (1996–99[99–01])
Fiscal Agency: Heartland Area Education Agency 11

Lorna Volmer and Martin Ikeda, Project Directors
Heartland AEA
6500 Corporate Drive
Johnston, IA 50131-1603
(515) 270-9030, ext. 4363 (Volmer)
ext. 4494 (Ikeda)
Fax: 515-270-5383
E-mail:lvolmer@aea11.k12.ia.us
and mikeda@aea11.k12.ia.us

Purpose: To develop, implement, evaluate, and disseminate approaches to prepare teachers and parents to intervene and teach children with autism.

Target: Children, ages birth through 8 years, who are diagnosed with autism.

Approach: The project will develop a model program to train parents and educators in proactive strategies, using both antecedents and consequences, for teaching young children with autism. The project will field test the effects of the training program and evaluate changes in student outcomes as a function of enhanced skills of classroom personnel. Inservice preparation materials will be disseminated regionally. The project will explore managing behaviors using techniques that hypothesize the function of behavior and teach children replacement behaviors. Interventions will enhance communication, and reduce disruptive behaviors that are a function of frustration related to inability to communicate. The model will incorporate family participation, individualization of programs, and earlier intervention to promote better educational and social outcomes for children. The project will focus on teaching parents and teachers to increase communication skills within the context of age-appropriate activities. Functional analysis of behavior will promote proactive, nonpunitive strategies that link assessment and intervention. This comprehensive training program will incorporate components of the best of behavioral, educational, and social supports that are empirically validated.

Outcomes: This project will incorporate procedures to assess project effects on a variety of outcome measures, which will enable comparisons of treatment methods to be made. The project will provide important information on treatment efficacy using nonaversive strategies developed based on individual child and family needs.

The RIDE Project (Reaching Individuals With Disabilities Early)

Demonstration Project
Grant No. H024B50035 (1995–98[98–00])
Fiscal Agency: Ohio Valley Educational Cooperative

Denise Kaiser, Project Director
Darlene Hilsenbeck, Project Coordinator
Ohio Valley Educational Cooperative
205 Parker Drive
LaGrange, KY 40031
(502) 222-4573
Fax: 502-222-5912

Purpose: To enhance child find efforts for 3- and 4-year-old children with disabilities in order to provide early intervention services that will minimize declines in development and, in some cases, eliminate identified disabilities. The model also is designed to help meet the assistive technology needs of 3- to 8-year-old children with disabilities, in order to improve their integration in regular classrooms and in the family.

Target: Children ages 3 to 8 years with disabilities, especially low-incidence disabilities, their families, and the professionals who serve them.

Approach: The model will demonstrate a regional collaborative approach to addressing child find and assistive technology barriers common in rural areas. The project will provide on-site support to elementary schools and communities. Project staff will use diagnostic screening and assessment materials and an array of assistive technology devices to provide outreach services in the community, the home, and the school. Additional strategies employed for on-site support include a child find awareness campaign; teacher and parent trainings in assistive technology; a newsletter and a resource directory about assistive technology; videotaping of children's use of assistive technology for parent viewing; and occupational and physical therapies and technology support services.

Outcomes: Anticipated child find outcomes include increases in the number of referrals from physicians and social agencies, of families attending annual screenings, of children receiving initial screenings, of children assessed within 30 days of referral, of children identified by their fifth birthday, and of referrals of infants and toddlers who are at risk for developing disabilities. Anticipated assistive technology outcomes include improved teacher knowledge, attitudes, and comfort in using assistive technology in the classroom; greater use of assistive technology in the classroom; increased participation in regular educational settings by children with disabilities; increased parent interest in assistive technology for home use; and greater parent satisfaction with the benefits of assistive technology.

Project Child Care 2000 — Enhanced Child Care Resource and Referral Services for Children With Low-Incidence Disabilities

Demonstration Project
Grant No. H024B50046 (1995–98[98–00])
Fiscal Agency: Massachusetts State Office for Children

Karen Sheaffer, Project Director
Office for Children
One Ashburton Place, Room 1111
Boston, MA 02108
(617) 727-8900, ext. 111
Fax: 617-727-0528

Purpose: To develop, implement, evaluate, and disseminate an enhanced child care resource and referral service for children with disabilities and their families.

Target: The project will meet the unique child care needs of all young children with disabilities, and will target children with severe or low-incidence disabilities and their families.

Approach: The Office for Children will collaborate with 13 child care resource and referral (CCR&R) agencies to develop an enhanced CCR&R service for children, using an improved child care database, parent counseling, individualized technical assistance, access to needed resources via the Information on Disabilities Exchange, and consultation that links service providers with experts in serving children with disabilities. The project will develop systems to refer families to child care providers who are able to administer medication, provide site modification, and access special equipment and other accommodations to meet the child's communication, mobility, behavior management, and other special needs. CCR&R counselors will refer families to appropriate providers with confirmed openings. Follow-up services include facilitating a team approach for those working with the child. All CCR&Rs will match service providers with others who can offer training and technical assistance in the care of children with disabilities. Through training at Wheelock College, the model will be available to other states.

Outcomes: CCR&R agencies will become uniquely competent to help families searching for inclusive child care for children with low-incidence disabilities. The amount and quality of inclusive child care will increase through improved accessibility and the coordination of training and services. The project will produce, pilot, and evaluate training modules for model replication in all state-funded CCR&R agencies in Massachusetts. Career development for CCR&R staff will improve through college credit training. Materials and information about the model will be available to other states.

Building Inclusion in the Early Childhood Classroom Through the Use of Cultural Sensitivity and the Use of Assistive Technology

Demonstration Project
Grant No. H024B40011 (1994–97[97–99])
Fiscal Agency: PACER Center, Inc.

Paula Goldberg, Project Director
Brenda Carlson, Project Coordinator
PACER Center, Inc
4826 Chicago Avenue S
Minneapolis, MN 55417-1098
(612) 827-2966
Fax: 612-827-3065
WWW: http://www.pacer.org/kite/kite/htm

Purpose: To develop a model for serving young children with disabilities that increases the competence of early childhood personnel to use developmentally appropriate assistive technology in order to facilitate the inclusion of children from diverse cultures with their peers.

Target: Young children ages 3 to 8 with disabilities from diverse cultures and low-income families, their families, and the personnel providing services to them.

Approach: The project will develop an innovative approach integrating training with practical experience for early childhood personnel and family members. A model curriculum will give parents and professionals knowledge and skills in using assistive technology and in evaluating computer software for cultural and disability bias. Participants will design a series of activities for particular children, and develop and present information sessions for colleagues and families. Project staff will provide training and technical assistance, using videotapes for discussion and evaluation.

Outcomes: For children, access to assistive technology and opportunities for inclusionary and culturally appropriate services will increase. Early childhood personnel will gain expertise in using developmentally appropriate and culturally sensitive assistive technology. Families will gain culturally sensitive information about technology, and will participate and serve as trainers for the curriculum.

A Mechanism to Utilize Integrated Early Intervention Teams for Infants and Toddlers With Multiple Disabilities

Demonstration Project
Grant No. H024B20011 (1992–95[95–97])
Fiscal Agency: University of Southern Mississippi

Nancy Batson, Project Director
Jennifer Quick, Project Coordinator
Department of Special Education
University of Southern Mississippi
Southern Station Box 5115
Hattiesburg, MS 39406-5115
(601) 266-5135
Fax: 601-266-4978

Purpose: To validate a mechanism that includes strategies to more effectively provide services for infants and toddlers in rural areas of Mississippi where intervention services are currently unavailable.

Target: Children, from birth to 3 years of age, with or at risk of developing multiple disabilities, including children of black and Choctaw Indian cultures.

Approach: An expert integrated intervention team initially will assist in developing and implementing the Individualized Family Service Plan (IFSP). An early interventionist, who is trained to incorporate motor, communication, social-affective, daily life, and adaptive skills into families' caregiving routines, will be placed in the target district. Additional sites, such as local school districts and day care centers, will receive training and support in the second and third years to validate the mechanism and training procedures.

Outcomes: The impact of the project will include (a) the utility of expert team models across the state; (b) provision of direct services to participant children and families; and (c) intensive training of local service providers to more effectively provide integrated services to children with multiple disabilities in natural settings. Replication to additional areas with large minority communities and military bases should prove advantageous.

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children With Disabilities for Success in Early Elementary School

Demonstration Project
Grant No. H024B60034 (1996–99[00–01])
Fiscal Agency: University of Montana

Richard van den Pol, Principal Investigator
Lisbeth Vincent, Project Director
Division of Eduational Research and Service
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797
E-mail: coteach@selway.umt.edu

Purpose: To develop a model for fostering emerging literacy skills in young children with disabilities.

Target: Children, ages 3 to 8 years, with disabilities primarily from Anglo-European and Native American backgrounds who are enrolled in preschool through second grade classrooms.

Approach: One fully integrated preschool program, and classrooms in early childhood special education, Head Start, kindergarten, and first and second grade on the Flathead Indian Reservation, will serve as model demonstration sites. The project will also cooperate with speech and language resource programs operated by tribes on the Flathead Reservation. The model will include developmentally appropriate and culturally sensitive play, storytelling, and reading materials, with support provided to families to encourage their involvement in the early literacy activities of their children. Data will be gathered on (a) child progress in language and literacy acquisition; (b) family involvement and satisfaction with literacy activities; (c) teacher judgment of the appropriateness and ease of use of the early literacy activities and materials; and (d) attainment of project goals and objectives. The project will develop a system to track family and community involvement in literacy activities. The project will work with expert community groups to evaluate the inservice training activities undertaken with staff and families at the model sites. A values model will be utilized to ensure that the practices developed enhance the strength of the families and meet the unique needs of the children and families.

Outcomes: The project will produce a family-centered, culturally sensitive, and developmentally appropriate model for fostering early language and literacy skills in young children with disabilities, which has been field tested, refined, and replicated. Media and print materials will support model implementation in a variety of settings.

Beyond the Barriers: Enhancing Community Options for Families of Young Children

Demonstration Project
Grant No. H024B40014 (1994–97[97–99])
Fiscal Agency: University of New Hampshire

Debra Nelson, Co-Principal Investigator
Institute on Disability
University of New Hampshire
7 Leavitt Lane, Suite 101
Durham, NH 03824-3522
(603) 862-4320
Fax: 603-862-0555
E-mail:djnelson@christa.unh.edu
and
Nancee Tracy, Co-Principal Investigator
Hood Center for Family Support
Dartmoth-Hitchcock Medical Center
1 Medical Center Drive
Lebanon, NH 03756
(603) 650-4419
Fax: 603-650-7722
E-mail: nancee.tracy@dartmouth.edu

Purpose: To enhance local and regional capacity to support young children with disabilities or special health care needs and their families in inclusive, family-centered, community-based environments.

Target: Young children ages birth to 6 years with disabilities or special health care needs and their families.

Approach: Model demonstrations will directly benefit children and families, and promote change at the local, community and regional level. Each project will include a regional resource team including families and representatives from a variety of agencies. The project will provide financial support and technical assistance to teams. Teams will support families to enhance their community options. The project will collaborate with key groups and individuals to (a) establish a statewide technical assistance and support network, and (b) implement activities in education, public awareness, and personnel development.

Outcomes: Children and families will benefit by increased access to inclusive, community-based, family-centered early care and education programs. Families will benefit from participation in a validated leadership training series. Families, providers, and others will benefit from enhanced public awareness and access to training and technical assistance. National dissemination will increase the capacity of other states to enhance community options.

Transitioning Young, Culturally Diverse Children With Disabilities Into the General Education Setting

Demonstration Project
Grant No. H024B30060 (1993–96[96–98])
Fiscal Agency: Ann G. Haggart Associates, Inc.

Ann G. Haggart, Project Director
Susan Craig, Project Coordinator
P.O. Box 130
219 Drakeside Road
Hampton, NH 03842
(603) 926-1316
Fax: 603-926-3689

Purpose: To develop, implement, evaluate, and disseminate new approaches to serving young children with disabilities and their families from diverse cultures within the context of typical settings.

Target: Local school district personnel — including educators and support staff from regular education, special education, bilingual education, and Chapter One programs — and the families of young children with disabilities who are moving from preschool into kindergarten settings.

Approach: The project will demonstrate effective strategies for developing strong parent/school partnerships through the development of interagency teams composed of parents, community leaders, and school personnel. Parents will receive training to increase their understanding of the culture and expectations of public school, and will participate in developing staff training sessions that describe the families' cultures and the role of schools and education in them. Inservice training materials will be developed that enhance the formation of strong parent/school partnerships and prepare teachers to successfully include young culturally diverse children with disabilities in general education. Training will be provided in transition, inclusion, and cultural competence. Follow-up activities and technical assistance will be available to parents, administrators, and teachers. A best practices guidebook and other training materials will be disseminated.

Outcomes: The project will serve 100 young children with disabilities, and their parents will be given training opportunities. The project will train 115 special education preschool program staff and general education kindergarten and grade 1 teachers. By the end of year 3, the project will have documented the steps necessary for developing a replicable model for inclusive practices, and an inservice training model will have been disseminated. By the end of years 4 and 5, the project will have documented the replication of project activities at additional sites.

Project SELF (Supports for Early Learning Foundations)

Demonstration Project
Grant No. H024B50055 (1995–98[98–00])
Fiscal Agency: New Mexico University Affiliated Program (UAP)

Holly Harrison, Project Director
Meave Dominguez, Principal Investigator
(see directory portion of this resource for additional addresses)
Training and Technical Assistance Unit
New Mexico UAP/School of Medicine
Albuquerque, NM 87131-5020
(505) 843-2941
Fax: 505-272-5280
E-mail: hharriso@unm.edu
and stevedom@unm.edu

Purpose: To develop an innovative, transdisciplinary model of assessment and intervention that focuses on the qualitative aspects of a child's performance and identifies supports necessary for early learning.

Target: Infants and toddlers, ages birth through 2 years, in inclusive settings, especially those with low-incidence disabilities, and personnel in community-based programs.

Approach: Project SELF will address key factors that support early learning, including self-regulation strategies, temperament, and the social and physical expectations and requirements of the child's environment. Three major model components include (a) a SELF observation tool for interventionists and families to use to identify a child's current strategies for self-regulation and efficient adaptive responding; (b) a SELF strategies curriculum/menu that identifies strategies for self-regulation used by normally developing young children and methods for supporting stra-tegies in young children; and (c) the SELF interactive, multimedia training package that provides instruction and practice in the use of the observation tool and the strategies curriculum.

Outcomes: Specific outcomes are anticipated for each model component, including demonstration of family satisfaction and enhanced strategies in children; increased understanding by early interventionists about the foundations needed by young children for early learning; a curriculum that is directly related to the assessment tool and that moves research and clinical findings into application; evidence of instructional utility and satisfaction from interventionists and families; and enhanced or increased strategies in young children; documentation of trainee satisfaction; evidence of improved knowledge, skill, and performance following the completion of the training; the development of a high-quality, easily disseminated training package that will support the use of the SELF observation tool and strategies curriculum.

Let's Play! Project

Demonstration Project
Grant No. H024B50051 (1995–98[98–00])
Fiscal Agency: State University of New York at Buffalo

Susan Mistrett, Project Director
Let's Play! Project
State University of New York at Buffalo
515 Kimball Tower
3435 Main Street
Buffalo, NY 14214-3079
(716) 829-3141
Fax: 716-829-3217
E-mail: mistrett@acsu.buffalo.edu

Purpose: To develop, implement, evaluate, and replicate a model to enhance the ability of infants and toddlers with significant disabilities to play as independently as possible.

Target: Families and children, ages birth through 2 years, who are experiencing significant physical, sensory, and/or cognitive disabilities which interfere with their ability to interact with objects and people in their environments.

Approach: The project will facilitate the application of assistive technology (AT) within daily living environments. The project model will employ five distinct yet interrelated strategies: (a) the assessment, choice of adaptations, and implementation of the play plan will be family directed; (b) play will be the focus of the intervention; (c) the selection of low-tech AT will be the critical intervention tool used to facilitate play and development; (d) these concepts will be extended into natural environments, and (e) a toy and AT lend-ing library will ensure that families have access to appropriate toy and play adaptations. Emphasis will be on the use of AT to support parent/child interac-tions in natural environments. This family-directed, play-based model will promote awareness of the importance of play to typical development and will focus on facilitating play through the application of AT. Caregivers will take the lead in every aspect of this project, using the transdisciplinary resource team as an information resource how to circumvent identified barriers to play.

Outcomes: The project will increase the knowledge level of service coordinators and other early intervention personnel about the importance of play and AT applications. The development of resource materials that match identified barriers to play with AT solutions and toy choices will contribute to replication at other sites. Statewide early intervention programs will gain expertise in developing and administering a lending system for toys and AT.

Building Community Resources Project

Demonstration Project
Grant No. H024B60119 (1994–97[97–99])
(formerly H024B40020)
Fiscal Agency: Orelena Hawks Puckett Institute

Carl Dunst, Project Director
Cheri Novak, Community Development Specialist
Orelena Hawks Puckett Institute
189 East Chestnut Street
Asheville, NC 28801
(704)255-0470
Fax: 704-255-9035

Purpose: To promote the mobilization and integration of community resources and early intervention services to maximize the inclusion of children and families in their communities.

Target: Children ages birth to 5 years with disabilities and their families, and early intervention practitioners and community people.

Approach: The project will be implemented in several different kinds of communities. A resource-based intervention model will be developed, field-tested, and validated as a particular approach for meeting child and family inclusion needs. The three major goals of the project, to which products are related, are (a) to develop and implement procedures for mapping community resources, (b) build the capacity of community people and organizations to provide support and services to children and families, and (c) expand the supports and resources used by intervention programs to include a wide range of community programs to meet child and family needs and provide experiences with typically developing children.

Outcomes: Children, families, and providers will be more aware of community resources, and their utilization of these resources will increase. Community organizations will be more available to meet child and family needs. Use of resources mapping and capacity inventories will increase as strategies to promote use of these resources. Better utilization is expected to have a significant impact on community inclusion.

Multiple Risk Associated With Prenatal HIV — Project RISK

Demonstration Project
Grant No. H024B30012 (1993–96[96–98])
Fiscal Agency: Duke University Medical Center

Karen O'Donnell, Director
Department of Pediatrics
Duke University Medical Center
Box 3364
Durham, NC 27710
(919)684-5513
Fax: 919-684-8559
E-mail: kod@acpub.duke.edu

Purpose: To demonstrate a model for the transition of developmental care and family coordination and services from tertiary AIDS centers to community-based services.

Target: Infants, less than 3 months of age, who are at significant developmental risk from prenatal exposure to HIV and, possibly, to teratogenic drugs, as well from possible environmental factors including poverty, parental substance abuse, poor supports from extended family and community, and sick or deceased family members; and professionals providing services to these infants and their families in community settings.

Approach: Project RISK consists of three components: direct service, community linkage, and community provider education. First, an interdisciplinary assessment package will be developed that can be individualized and used to assess infants and families in terms of their service needs, including child developmental intervention, social services, and parent substance abuse care. The project will develop a linkage system for the communities of the infants and families being served, aimed at establishing and continuing communication regarding child and family needs, and community referral sources. The project will assess the communities' needs for education and consultation necessary to accept responsibility for care and service coordination of children with or at risk for HIV infection and their families. A community education curriculum will be developed and disseminated. The model will be replicated during project years 4 and 5.

Outcomes: Sixty children and their families will receive direct services through the project, and will benefit from the overall project goal of integrated community care within one year after initial referral to the project team. Local community agency personnel will benefit from training through the project. The project's community education curriculum, teaching methods, and materials will be available to these agencies to in turn train other health and developmental providers.

staff members will receive training. The curriculum will be disseminated to Head Start programs.

Developmentally Appropriate Practices for Preschool Children With Disabilities

Demonstration Project
Grant No. H024B30048 (1993–96[96–98])
Fiscal Agency: Children's Hospital Medical Center of Akron

Gerald Mahoney, Director
Family Child Learning Center
Children's Hospital Medical Center of Akron
143 Northwest Avenue, Building A
Talmadge, OH 44278
(216) 633-2055
Fax: 216-633-2658
E-mail: gmahoney@kent.edu

Purpose: To develop, validate, and implement two program components necessary to ensure the effective integration of children with disabilities into developmentally oriented preschool programs.

Target: Children, ages 3 through 5, with disabilities and their families, living in an urban area, most of whom are from low socioeconomic status and minority families; and early childhood program supervisors, teachers, and aides.

Approach: The project will develop procedures for adapting developmentally appropriate preschool curriculum models to the educational and developmental needs of children with and at risk for disabling conditions. This adaptation will focus on five components: (a) developmentally appropriate instructional activities for children with disabilities; (b) guidelines for adapting classroom procedures and routines; (c) procedures for evaluating children's active participation; (d) instructional strategies for promoting active engagement and participation; and, (e) procedures for developing developmentally appropriate Individualized Education Programs (IEPs). The project also will develop a family service model that can be implemented in Head Start and other community-based preschool programs, which will include procedures and guidelines for providing five categories of services to families: (a) systems engagement activities; (b) child information; (c) family instrumental activities; (d) personal and family assistance; and (e) resource assistance. Following their development, both components will be demonstrated and validated. Training and technical assistance will be provided to Head Start and other community-based preschool agencies. Data on model effectiveness will be collected and evaluated.

Using Innovative Technologies With Children With Disabilities in Developmentally Appropriate Practice Preschool Programs

Demonstration Project
Grant No. H024B40054 (1994–97[97–99])
Fiscal Agency: Children's Hospital Medical Center of Akron

Gerald Mahoney, Project Director
Family Child Learning Center
Children's Hospital Medical Center of Akron
143 Northwest Avenue, Building A
Talmadge, OH 44278
(216) 633-2055
Fax: 216-633-2658
E-mail: gmahoney@kent.edu

Purpose: To develop a model that will ensure effective use of assistive technology with preschool children with disabilities, both in developmentally appropriate practice (DAP) programs and at home.

Target: Preschool children with disabilities and their families.

Approach: The project will develop and validate procedures and guidelines, including teacher's guides, for selecting and using assistive technology with children with disabilities in DAP preschool programs, and for assisting families in integrating technology in natural environments. The project will provide training and technical assistance to community-based preschool agencies on these procedures.

Outcomes: Child care providers and trainers will increase their knowledge of the needs of children with disabilities, allowing more appropriate placement decisions. This increased knowledge will also allow provision of developmentally appropriate programs for integrating children with disabilities in typical child care settings. These providers will have a foundation for understanding and measuring delayed and different development. Training in specific health and safety practices will be critical to the safe placement of children with disabilities. Providers and trainers will be able to plan, implement, and evaluate quality inclusive programs within child care settings. They will be able to provide positive support to families; make appropriate referrals and collaborate with related service personnel; interact more effectively with staff, children and families; and provide services that model respect for all kinds of individual differences.

Functional Problem Solving Skills

Demonstration Project
Grant No. H024B60015 (1996–99[99–01])
Fiscal Agency: Washington State University

Charity Rowland, Principal Investigator
Philip Schweigert, Research Supervisor
Washington State University
1818 Southeast Division Street
Portland, OR 97202
(503) 232-9154
Fax: 503-232-6423
E-mail: rowland@vancouver.wsu.edu
and schweigert@vancouver.wsu.edu

Purpose: To examine the cognitive development of children with PDD as demonstrated through their relationships with objects and to develop instructional strategies for encouraging the development of functional interactions with the physical environment.

Target: Children aged 3 to 6 years who have a diagnosis of Pervasive Developmental Disorders.

Approach: Assessment and intervention strategies will help children who do not have the verbal skills and who are unable to process visual or auditory information to learn the problem solving skills necessary to function effectively and independently. Instructional strategies will provide children with a) generic skills that are necessary to solve problems that arise in the physical environment, b) the motivation to attempt to solve problems as they arise, and c) systematic problem solving experiences in a variety of generalization settings. The model will include a functional approach to the child's relationships with objects just as has already been accomplished in the realm of their relationships with the social world. The project will focus on skills such as opening containers, searching for objects, and using objects as simple tools, that are essential to independent functioning across the other skill areas necessary to succeed in inclusive early childhood settings and at home.

Outcomes: Children will benefit from the creation of physical environments in the classroom that encouraging development of cognitive problem solving skills in children with PDD in the contexts of regular classroom activities. Teachers in demonstration and replication sites will learn how to adapt typical classroom activities and routines to provide opportunities for the child with PDD to master the physical environment. Materials will include a manual describing a systematic approach to instruction, strategies for documenting change in environmental supports that enhance performance.

Building Community Supports: A Family-Centered Preschool

Demonstration Project
Grant No. H024B40033 (1994–97[97–99])
Fiscal Agency: University of Pittsburgh

Louise Kaczmarek, Project Director
Doug Florey, Project Coordinator
Department of Instruction and Learning
University of Pittsburgh
4F25 Forbes Quadrangle
230 South Bouquet Street
Pittsburgh, PA 15260
(412) 624-7449 (Kaczmarek)
624-1770 (Florey)
Fax: 412-648-7081
E-mail: kaczmk+@pitt.edu
and florey@fs1.sched.pitt.edu

Purpose: To extend the concept of family-centered early intervention to the preschool years for children with disabilities and their families.

Target: This model will be particularly sensitive to the needs and concerns of African-American families as well as families who are economically disadvantaged.

Approach: This model of service delivery, based on family identification of priorities, will offer families a wide range of supports, including expansion of social networks, increased access to community resources, and parent-to-parent education with emphasis on community and family integration. A family consultant, the parent of a child with a disability, will facilitate the establishment of family support networks and maintain liaison with classroom staff to improve integration. Family support volunteers provide support to other families from their own community. The project emphasizes strategies for transition from traditional approaches to a family-centered approach.

Outcomes: Families will experience enhanced, culturally sensitive social support through family and community networks and will gain skills to identify and obtain chosen outcomes and to collaborate with professionals. Children will be more fully integrated in their communities and families, and it is expected that there will be positive developmental outcomes. The practices of the child care program, as perceived by staff and families, will become more family-centered and more culturally appropriate.

BEST COPY AVAILABLE

Project TIES: Toward Inclusion in Early Education

Demonstration Project
Grant No. H024B60032 (1996–99[99–01])
Fiscal Agency: East Tennessee State University

Lynda Pearl, Project Director
East Tennessee State University
Box 70434
Johnson City, TN 37614-0434
(402) 929-5614
Fax: 423-929-5821
E-mail: pearl@etsuvax.east-tenn-st.edu
WWW: http://child.etsu-tn.edu

Purpose: To develop a model inservice training program focused on information and strategies that enhance the abilities of child care paraprofessionals and trainers to include young children with disabilities in developmentally appropriate settings.

Target: Children with disabilities ages birth to 5 years.

Approach: The project will develop eight training modules and training manuals to incorporate information about inclusion in early childhood training for child care providers. The model will promote collaboration with the state comprehensive training initiatives to meet the federal requirements under the Child Care Block Grant Program. The project emphasizes the use of the model in rural, isolated areas with paraprofessionals. TIES interdisciplinary faculty will train personnel to train early childhood paraprofessionals. To promote successful inclusion, project materials will focus on building healthy and safe environments, developmentally appropriate curriculum, and appropriate guidance and management strategies; understanding typical and atypical child development and values that respect cultural and individual diversity; building professionalism; supporting family relationships; and utilizing appropriate observation and assessment materials. TIES will provide paraprofessional trainees with field placements in inclusive programs and will subsidize the cost of substitute child care providers during trainee practicum periods. TIES will interface with the Tennessee Early Childhood Training Alliance, a statewide systematic, comprehensive training effort for early childhood paraprofessionals.

Outcomes: Providers and trainers will be able to plan, implement, and evaluatequality inclusive programs within child care settings. They will be able to provide positive support to families; make appropriate referrals and collaborate with related service personnel; interact more effectively with staff, children, and families; and provide services that model respect for individual differences.

PARTners Plus — A Model of Respite Care Designed, Implemented, and Evaluated by Families

Demonstration Project
Grant No. H024B40032 (1994–97[97–99])
Fiscal Agency: Child Development Resources, Inc.

Corinne W. Garland, Project Director
Child Development Resources, Inc.
150 Point O'Woods Road
P.O. Box 280
Norge, VA 23127-0280
(757) 566-3300
Fax: (757) 566-8977
E-mail: cdrtraining@gc.net

Purpose: To expand respite care options for families and children by developing a natural and family-centered model that involves families in the design, implementation, and evaluation of respite care services.

Target: Children birth to ages 8 with special needs and their families, especially children who have low incidence disabilities or are technology dependent.

Approach: The project is a model for helping families find and train their own respite care pro-viders. Families will design caregiver training specific to their child's needs, and the project will support this process and the building of family and community networks. Families will take a leadership role in a community advisory group, in finding support for model continuation, and in establishing a cooperative to maintain the number and quality of care providers.

Outcomes: Children and families will benefit from increased options for family-centered respite care in natural settings and a larger group of trained respite providers. Families will benefit from increased access to respite, increased social support, and decreased stress. Planners and policy makers will increase their awareness of child and family needs for respite, and will have evidence of model efficacy and materials to assist other communities in replication of the model.

Supporting Literacy Development in Young Children With Disabilities: A Comprehensive Interactive Emergent Literacy Curriculum for Preschoolers

Demonstration Project
Grant No. H024B20031 (1992–95[95–97])
Fiscal Agency: Washington Research Institute

Angela Notari-Syverson and Rollanda O'Connor, Co-Directors
Washington Research Institute
Suite 305
150 Nickerson Street
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1523
E-mail: anotari@halcyon.com
http://www.mediatedlearning.org

Purpose: To develop, implement, evaluate, and disseminate a comprehensive interactive emergent literary curriculum to optimize the success of young children with disabilities in and beyond preschool.

Target: Children, ages 3 to 5, with multiple disabilities and their parents, and teachers and instructional assistants in preschool programs.

Approach: Project goals will include: development, field testing, and evaluation of an emergent curriculum based upon new research into the development of literacy; development, field testing, and evaluation of training materials in the use of curriculum for teachers, parents, and instructional assistants; collection of short- and long-term evaluation data documenting effects of the curriculum in developing early literacy among children with disabilities; replication and dissemination of the curriculum in a variety of settings, including varying ratios of children with and without disabilities, as well as different ethnic and demographic representations.

Outcomes: A comprehensive curriculum will result, translating current research in emergent literacy into guidelines for creating a literacy-rich home and school environment for young children with disabilities. A criterion-referenced assessment will be developed to accompany the curriculum. A set of field-tested procedures for training preschool professionals and parents will be developed to support replication efforts.

Supporting Neurobehavioral Organizational Development in Infants With Disabilities: The Neurobehavioral Curriculum for Early Intervention

Demonstration Project
Grant No. H024B50020 (1995–98[98–00])
Fiscal Agency: Washington Research Institute

Rodd Hedlund, Project Director
Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1523
E-mail: mgallien@halcyon.com

Purpose: To develop the Neurobehavioral Curriculum for Early Intervention to assist parents and professionals in supporting the neurobehavioral organization of infants born with very low birthweight or with severe disabilities.

Target: Infants, newborn to 8 months developmental age, born with very low birthweight or with severe disabilities, and their families.

Approach: The project will develop, field test, and evaluate a curriculum to assist early intervention professionals, parents, and paraprofessionals in recognizing and supporting the neurobehavioral organization of these infants. This proposed curriculum consists of three major components: (a) the Neurobehavioral Strategies for Intervention which will assist professionals in supporting the neurobehavioral organization of infants during assessment, intervention, or caregiv-ing sessions; (b) the Neurobehavioral Facilitation Guide for Parents which will assist professionals in training and facilitating parents' observation, interpre-tation, and support of their infants' neurobehavioral organization; and (c) the Neurobehavioral Instruc-tional Guide for Paraprofessionals which will assist professionals in training paraprofessionals to support infants' neurobehavioral organization. The curriculum will include an ecological emphasis; can be implemented in the infant's home-, center-, or community-based program; and will foster positive adult-infant interactional patterns.

Outcomes: The project model will increase mutually satisfying parent-infant interactions and parents' confidence in their ability to support their child's needs. Early intervention professionals and paraprofessionals will learn to provide appropriate neurobehavioral facilitation to these fragile infants during assessment, intervention, or caregiving sessions. The proposed curriculum will result in the formation of a neurobehavioral assessment/curriculum system for early childhood special education.

Portage Project Demonstration Model

Demonstration Project
Grant No. H024B60056 (1996–99 [99–01])
Fiscal Agency: Cooperative Educational Service Agency #5

Julia Herwig, Project Director
Karen Wollenberg, Project Coordinator
Cooperative Educational Service Agency #5
626 East Slifer Street
Portage, WI 53901
(608) 742-8811 ext. 226 (Herwig)
ext. 258 (Wollenberg)
Fax: 608-742-2384
E-mail: info@portageproject.org
WWW: http://www.portageproject.org

Purpose: To develop an interactional model for change that will increase the use of family-centered practices with families of children with disabilities birth to 3 years of age.

Target: Children with disabilities, birth to 3 years.

Approach: The model will impact changes in knowledge, skills, and attitudes in order to promote change in habits, i.e., program practices related to family-centered services. The model will provide systematic mentoring and case-based learning opportunities for providers in different birth-to-3 programs. A checklist to assess program policies and practices will assist in monitoring program and individual changes impacting family-centered practices. The project will gather and analyze data to demonstrate the relationship between staff development, mentoring, and case-based learning and the provision of family-centered practices. Video guides will include information on the intervention process, IFSP process, embedding goals into family ways and rhythms, communication strategies, developmental guidance and previewing, strengths-based observation and dialogue, and advocating with the family for family-centered services.

Outcomes: Assessment and planning, information sharing, regular group and individual mentoring, and planned case-based learning opportunities will lead to changes in providers' attitudes, skills, and knowledge, which will impact the family's satisfaction with early intervention services. An indirect outcome will be the allocation of resources specifically related to ongoing staff development that is most effective in creating family-centered programs. A mentor facilitation guide, video mentoring modules and guides, and a book of case studies will benefit new and experienced mentors. An ethnographic review of growth and change perceived by service providers will contribute to process analysis and replication of mentoring.

Project REALIGN

Inservice Training Project
Grant No. H024P50038 (1995–98)
Fiscal Agency: The George Washington University

Michael Castlebury, Principal Investigator
Penny Wald, Project Director
The George Washington University
Room 416
2134 G Street NW
Washington, DC 20052
(202) 994-1510 (Castlebury)
994-6170 (Wald)

Purpose: To develop an inservice training model which prepares multidisciplinary teams to provide inclusive options for children, ages 3 through 6 years, with disabilities.

Target: Multidisciplinary teams consisting of early childhood regular and special educators and education paraprofessionals, related service providers, administrators, and parents of children with and without disabilities.

Approach: The project will effect change at the service delivery and the system levels. At the service delivery level, grade-level multidisciplinary teams from preschool through first grades in targeted schools will design and implement inclusive options for young children with disabilities. At the system level, trainers will be prepared to conduct the Inclusive Team Training, thereby increasing the capacity of district personnel to sustain and expand inclusive options for children with disabilities. The project will develop and implement a core curriculum offering two levels of training. First, the Inclusion Team Training will focus on increasing the competency of multidisciplinary teams Second, the Trainer Development Process provides prepares selected multidisciplinary team members for future leadership roles in the Inclusion Team Training.

Outcomes: At the project's conclusion, approximately 144 multidisciplinary professionals and paraprofessionals will be active members of 12 inclusion teams throughout Fairfax County, Virginia. Parents of children with and without disabilities will have participated in the inclusion training. Four schools will be able to offer a continuum of inclusive options from preschool through first grade. A cadre of trainer candidates will be prepared to support continued inclusion training in the school district. A participant and a trainer's manual will be available for dissemination. Most importantly, a replicable inservice training model to prepare professionals and paraprofessionals from multiple disciplines to collaboratively develop inclusive options will have been developed, documented, and evaluated.

118

Short- and Long-Term Solutions for Interdisciplinary Teaming and Inservice Training for Paraprofessionals

Inservice Training Project
Grant No. H024P40088 (1994–97)
Fiscal Agency: Center for Prevention and Early Intervention Policy

Mimi Graham and Ann Powell
Project Co-Directors
Center for Prevention and Early Intervention Policy
1339 East Lafayette Street
Tallahassee, FL 32301-4770
(904) 922-1300
Fax: 904-922-1352

Purpose: To develop, implement, and evaluate an interdisciplinary teaming and inservice training program for paraprofessionals.

Target: Child care providers and home visitors in the state of Florida serving children ages birth to 8 years with disabilities.

Approach: In the first project year, a consortium will be established involving people who are invested in paraprofessional training in the state in order to establish a unified infrastructure for training. The second year will focus on three major interdisciplinary regional training events for home visitors, child care personnel, family child care operators, and early intervention paraprofessionals. The training content will include a foundation in basic developmental appropriateness for young children, developmental milestones, and team-building skills. This will be followed with specialization in working with children with special needs, including identification of atypical development, developmentally appropriate curricula, and family-focused intervention strategies. During the third year, participants will apply new knowledge and skills under the guidance of a mentor with whom they will communicate, using an ongoing curricula to ensure that competencies are developed and maintained. Trainees will be able to work toward the Child Development Associate credential, earn college or continuing education credits, or inservice units.

Outcomes: The project will increase the number of caregivers who can serve as role models to other paraprofessionals. This strategy will accomplish short- and long-term project goals: (a) training through a collaborative, interdisciplinary approach which uses teaming as a primary tool toward lasting personnel development; (b) delivery of quality content, focused on the target group's unique training needs, verified by formative and summative evaluation; and (c) establishment of a statewide, coordinated system of paraprofessional inservice training.

Inservice Training Grant That Develops, Delivers, Evaluates, and Disseminates an Inservice Training Model for Teams of Collaborating Public School and Head Start Preschool Teachers

Inservice Training Project
Grant No. H024P50019 (1995-98)
Fiscal Agency: University of Idaho, Idaho Center on Developmental Disabilities

Jennifer Olson, Project Director
Idaho Center on Developmental Disabilities
University of Idaho
129 West Third Street
Moscow, ID 83843
(208) 885-3588
Fax: 208-885-3628

Purpose: To meet the needs of teams which are serving culturally diverse young children, ages 3 through 5 years, in collaborative, inclusive settings.

Target: Teams of early childhood personnel, includ-ing certified teachers, parents, paraprofessionals, supportive services personnel, and administrators from public schools and Head Start programs.

Approach: In year one, the project will engage in two major activities. First, ten public school and Head Start preschool teams will receive training and participate in an intensive follow-up phase. Twenty percent of these first teams will serve Native American children and another 20% will serve primarily Hispanic children. Second, video-taped examples of successful teaming, collaboration, activity-based learning, and family involvement in inclusive settings will be developed. During the second year, 20 teams will receive the inservice training cycle that was developed and refined in year one. The training materials will be further refined based on trainee feedback and staff evaluations. At the end of first 2 years, a trainer's manual with accompanying videotape examples and participant workbooks will be produced. In the third year, a training facilitator will be selected from each of the additional 20 teams to attend a 2-day workshop on directing a self-inservice program.

Outcomes: Four major outcomes will result from this project: (a) an inservice training package will be developed to assist public school preschool staff and Head Start personnel; (b) the 50 participating teams will increase their skills in collaborative teaming, activity-based learning, and family involvement in inclusion resulting in improved service delivery; (c) the modules will have been adapted to the Native American culture and Latino population; and (d) the self-inservice training package will be developed for widespread dissemination.

BEST COPY AVAILABLE

Interagency Coordinating Council (ICC) Parent Training and Technical Assistance Project

Inservice Training Project
Grant No. H024P50026 (1995–98)
Fiscal Agency: Federation for Children With Special Needs

Evelyn Hausslein, Project Director
Glenn Gabbard, Project Coordinator
Federation for Children With Special Needs
95 Berkeley Street, Suite 104
Boston, MA 02116
617-482-2915
Fax: 617-695-2939
E-mail: evelynh@fcsn.org
and ggabbard@fcsn.org
WWW: http://www.fcsn.org/

Purpose: To provide training and technical assistance to parent representatives on state ICCs to enhance their skills as effective ICC members and to improve their support networks.

Target: Parents of children with special needs who are serving on state ICCs.

Approach: The project will provide formal training will include the development and field testing of a leadership institute for ICC parent teams. The institute will offer independent study of topical modules, team preparation for a leadership seminar, an annual leadership conference, development of individual and team action plans, and follow-up support and consultation. The independent study topical modules will focus on such topics as organizational culture and development, networking, roles of ICC parents, survival skills, negotiation, an overview to Part H, and technical skills development. The project also will provide information and resource referral support to ICC parents through a toll-free telephone service. The project will link parents with more experienced ICC parents, with parent leaders, and with professionals who can serve as advisors and mentors. The project also will disseminate the training and technical assistance models, including ways to adapt the programs for use by individual states.

Outcomes: As a result of this project a replicable training and technical assistance program will be available for all ICCs; parent representatives on state ICCs will be less isolated and have more support within and outside of their own states; parent representatives will be more effective ICC members; ICCs will be more effective because their members are better trained and supported; and parents will develop skills that are applicable beyond early intervention and ICCs, enhancing their effectiveness as members of their children's education and health teams.

Child Care Plus+: A Competency-Based Inservice Training Model to Strengthen the Role of the Early Childhood Paraprofessional as a Member of the Early Intervention Team

Inservice Training Project
Grant No. H024P40029 (1994–97)
Fiscal Agency: University of Montana, University Affiliated Rural Institute on Disabilities

Sarah Mulligan Gordon, Project Director
Montana University Affiliated Rural Institute on Disabilities
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5814
Fax: 406-243-4730

Purpose: To develop, demonstrate, evaluate, and disseminate a competency-based inservice training model designed to strengthen the role of early childhood paraprofessionals in collaborating with early intervention and special education professionals.

Target: Early childhood paraprofessionals from child care, preschool, and Head Start who work with children, birth to 5 years of age, and their families.

Approach: Seventy-five to 100 early childhood paraprofessionals in Montana will participate in a competency-based inservice training model through classroom and practical experiences or through self-directed distance learning and practical experiences. The curriculum is built around the following project objectives: developing inclusive childhood programs; a team approach to training and demonstration of competencies; the inclusion of children with all disabilities, including low-incidence disabilities; and addressing the unique needs of personnel serving in rural/remote areas by offering alternative training formats, including long-distance technology. Competencies will be developed in arranging and adapting play environments, guiding child behavior, involving family members, promoting health and safety, facilitating communication development, positioning young children to fully participate in child care routines and activities, encouraging independent play, responding to individual differences, and utilizing child care routines to promote development.

Outcomes: The project will improve the skills of early childhood paraprofessionals and strengthen their role as members of a team of professionals working with young children with disabilities. It is the intention of the model to demonstrate effective inservice training strategies which can be replicated in other rural and remote areas.

120

The Confluences Inservice Project: Collaborative Influences For Excellent Services

Inservice Training Project
Grant No. H024P50023 (1995–98)
Fiscal Agency: The University of Montana

Richard van den Pol, Principal Investigator
Lisbeth Vincent, Project Director
Division of Educational Research Services
School of Education
The University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797
E-mail: coteach@selway.umt.edu

Purpose: To stimulate community-wide efforts in rural communities to identify and strengthen effective early intervention services, and to plan and implement transdisciplinary collaborative strategies to meet new needs.

Target: Professionals and paraprofessionals serving young children: Part H service coordinators, preschool special education teachers, related service providers, Head Start staff, private child care providers, paraprofessionals, kindergarten and primary grade public school personnel, health care providers, administrators, and adult members of families of young children with disabilities.

Approach: The project will demonstrate the effectiveness of a rural inservice model which offers a 1-day workshop, participant carryover plans, and ongoing technical assistance. Project features include integration of collaborative practices into community coordination, transition, family-centered service, and inclusion; identification and accommodation of unique cultural issues by each inservice site; coordination of workshop planning with ongoing staff development efforts; intensive follow-along support by grant staff in collaboration with community liaisons; stipends to support family participation; and systematic evaluation of project impact through objective and qualitative measures. An average of 15 individuals will participate in each of 24 workshops, resulting in a total of 360 individuals receiving training. Continuing education and academic credit will be available.

Outcomes: The project will facilitate the development of committed, effective transdisciplinary teams. Long-term effects will include the streamlining of service delivery processes in rural communities by reducing unnecessary duplication of services and competition among agencies. The project will provide rural areas a replicable, affordable model for inservice training and follow up.

Enhancing Resilience and Adaptation: The E.R.A. Project

Inservice Training Project
Grant No. H024P50085 (1995–98)
Fiscal Agency: John F. Kennedy Medical Center

G. Gordon Williamson, Project Director
Gambi White-Tennant, Associate Director
Pediatric Rehabilitation Department
John F. Kennedy Medical Center
2050 Oak Tree Road
Edison, NJ 08820-2012
(908) 548-7610
Fax: 908-548-7751

Purpose: To enhance the adaptive behavior and resilience of children, ages birth to 5 years, with limited coping resources, and to support their families.

Target: Professionals, paraprofessionals, and families from early intervention and preschool programs in designated urban areas. Many of the families will have significant chronic stress related to homelessness, HIV/AIDS, histories of drug abuse, and adolescent parenting with inadequate social support.

Approach: Project ERA offers an inservice training initiative to build the capacity of agencies providing early intervention and preschool programs. The project uses a train-the-teams approach. During each grant year, 15 training teams from different agencies in a designated city will participate in an intensive, 1-week institute. Content areas for training will include (a) an overview of the coping process; (b) understanding parent-child transactions from an adaptational perspective; (c) assessing coping styles of young children; (d) developing the IFSP and IEP; (e) intervention guidelines to increase adaptation and resiliencies; (f) strategies and activities to facilitate specific adaptive behaviors in young children; (g) intervention based on the child's coping style; (h) methods to foster play and social development; and (i) problem solving using the ERA models. These 45 teams will then return to their local site and train other professionals and family members over the following 6 months. Project ERA will assist agency teams through co-teaching, consultation, and technical assistance during this on-site inservice period. A Train-the-Teams Self-Study Guide will be developed for distribution to the field.

Outcomes: Project ERA will impact the intervention and decision-making models that guide the delivery of services, as well as provide professionals and families with therapeutic procedures, strategies, and activities to promote social and adaptive skills. The project anticipates developmental progress by the children and an increase in resources and sense of well-being of participating families.

SEED Inclusion Training Project

Inservice Training Project
Grant No. H024P50087 (1995–98)
Fiscal Agency: University of New Mexico

Jane Merrill, Project Director
University Affiliated Program
Health Sciences Center
University of New Mexico
Albuquerque, NM 87131-5020
(505) 272-3000
Fax: 505-272-5280
E-mail: jmerrill@unm.edu

Purpose: To provide training to ensure high-quality services for American Indian children with special needs and their families in rural, underserved areas within full-inclusion early childhood settings.

Target: Paraprofessionals, primarily from Indian Head Start, who work with preschool children with special needs and their families.

Approach: The SEED Training Project is designed to meet existing needs of New Mexico Indian communities by (a) identifying early childhood inclusion training needs; (b) developing a mechanism for assessing the competencies of early childhood paraprofessionals; (c) enlisting community participation in the development of curriculum and training materials; (d) field testing materials to ensure their cultural relevance and effectiveness; (e) working with state agencies to incorporate the SEED model into both the early childhood licensure framework and the Early Childhood Associate of Arts degree curricula; (f) disseminating curricula and learning materials at state and national levels; (g) developing a mechanism for communities to access college-based training; and (h) providing technical assistance to encourage the replication of this project. Training will consist of on-site seminars, supervised field work, and competency assessment.

Outcomes: The model has the potential to significantly impact an estimated 1,250 Indian Head Start teachers throughout the nation and the more than 10,000 identified Indian preschool children with special needs whom they serve. In addition, the SEED project will provide a model for replication in other underserved, rural, culturally diverse communities.

Carolina Model Inservice Training Project

Inservice Training Project
Grant No. H024P50015 (1995–98)
Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

Phyllis McWilliam, Project Director
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
Sheryl Mar Building, CB # 8185
Chapel Hill, NC 27599-8185
(919) 966-6010
Fax: 919-966-0862
E-mail: mcwillipj.fpgsm@mhs.unc.edu

Purpose: To assist early intervention programs in applying a family-centered approach in their work with young children, ages birth to 8 years, with disabilities and their families.

Target: Teams of early intervention direct service personnel. Teams will be encouraged to include professionals, paraprofessionals, consultants, administrators, and parents.

Approach: Training will be conducted at the team level and will consist of a series of six workshops. Participants will be presented with practical ideas for implementing family-centered principles, practice applying family-centered principles through the case method, assess the degree to which they currently engage in family-centered practices in various aspects of service provision, and develop specific plans for improving their services at both the individual and team level. The model features (a) a team-based approach to training; (b) the active participation of parents in training; (c) the systematic development of plans for improving services at both the program and individual levels, and (d) use of the case method of instruction as a means of facilitating the application of family-centered principles to situations encountered in working with children and families. Heavy emphasis will be placed on evaluating training effectiveness.

Outcomes: An inservice training model that facilitates family-centered practices in early intervention service delivery will be developed, implemented, evaluated, and disseminated. An instructor's manual will be developed and distributed for use by other inservice training providers, which will describe the model in detail and provide teaching materials necessary for instructors to implement the model in whole or in part.

Collaborative Inservice Training: Applying Developmentally Appropriate Practice, Recommended Practice, and Family-Centered Services to Early Childhood and Early Childhood Special Education Programs

Inservice Training Project
Grant No. H024P40085 (1994–97)
Fiscal Agency: University of Cincinnati, College of Education

Lawrence Johnson,Project Director
Gwen Wheeler-Russell, Coordinator
Arlitt Child and Family Resource and Education Center
University of Cincinnati
P.O. Box 210105
Cincinnati, OH 45221-0105
(513) 556-3801
Fax: 513-556-3764

Purpose: To provide comprehensive inservice opportunities which promote and enhance collaboration between early childhood and early childhood special education (ECSE) faculty.

Target: Early childhood practitioners working with young children having, or who are at risk for disabilities, who are interested in obtaining graduate credit needed for the ECSE credential in Ohio.

Approach: This project will provide effective inservice training opportunities that will lead to the appropriate credentialing of service providers working with young children with disabilities in Ohio. A major focus of this project is to provide an opportunity for service providers currently teaching children with disabilities to earn graduate credit which may be applied towards endorsement in ECSE in Ohio. Competencies will include developmentally appropriate practice, recommended practice, and family-centered services. The project will also focus on the use of coaching as an on-site training strategy to support the service practitioner in developing inservice training competencies in their classrooms. In addition, an inservice module will be produced which will be used to maintain the competencies of current ECSE practitioners and to enhance the competencies of future practitioners.

Outcomes: The project will (a) train 80 service providers each project year, with an anticipated 3-year goal of 240 practitioners benefiting from this project and moving towards appropriate credentials in ECSE; (b) strengthen collaboration between early childhood and early childhood special education; and; (c) collaborate with the existing network of agencies in strengthening the structure and impact of technical assistance relating to early intervention and early childhood special education across the state.

Inservice Training for Child Care Personnel and Early Intervention Professionals in Early Education

Inservice Training Project
Grant No. H024P50045 (1995–98)
Fiscal Agency: University of Toledo

Laurie Dinnebeil and William McInerney, Project Co-Directors
The University of Toledo
Dinnebeil: 156 Snyder Memorial
McInerney: 5006 Gillham Hall
Toledo, OH 43606
(419) 530-4330 (Dinnebeil)
530-2284 (McInerney)
Fax: 419-530-7719
E-mail: ldinneb@utnet.utoledo.edu
and wmciner@uoft02.utoldedo.edu

Purpose: To improve the quality of child care for young children ages 3 to 5 years, with disabilities.

Target: Early intervention (EI) personnel and child care administrators and providers who care for young children with special needs.

Approach: Early interventionists will be trained to provide technical assistance to child care providers through a model of collaborative consultation. Training goals for EI personnel include understanding implications of inclusive education; developing a general knowledge of consultation models and of the collaborative consultation model in particular; learning and demonstrating strategies to increase collaboration; and possessing and using interpersonal and communication skills that facilitate collaboration. Participants demonstrating competency in collaborative consultation skills will receive stipends and graduate credit. Child care providers and administrators will be trained on topics related to caring for young children with disabilities. Goals for child care personnel include understanding the special education process and the caregiver's role on an IEP or IFSP team; developing knowledge of typical and atypical child development and of characteristics of common disabling conditions; understanding, designing, and implementing developmentally appropriate activities, interventions, and materials; working with parents and respecting cultural diversity; and accessing community services. Participants completing the training will receive academic credit.

Outcomes: Training will be provided to 30 early interventionists who will serve as consultants to child care providers, and to 160 child care administrators and providers. This multidisciplinary, collaborative, community-based effort will improve the quality of child care for young children with disabilities and their families.

The Core Competency Project: A Statewide Systems Approach to the Inservice Preparation of EI/ECSE Personnel

Inservice Training Project
Grant No. H024P50014 (1995–98)
Fiscal Agency: Western Oregon State College

Torry Piazza Templeman, Project Director
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8766
Fax: 503-838-8150
and
Jane Moore
68975 Graham Court
Sisters, OR 97759

Purpose: To provide a system of inservice training to assist early intervention (EI) and early childhood special education (ECSE) personnel in meeting competencies developed by the Oregon Department of Education.

Target: EI and ECSE supervisors, specialists, related service personnel, and assistants; and parents of children, ages birth to 5 years, with special needs.

Approach: The project model will establish a network of regional training centers which encompass all of Oregon. Project activities will seek to establish in Oregon, and in other states, an approach that will pair existing and new resources into a high-quality, statewide, replicable system to improve the quality of EI and ECSE personnel. The system will be developed through the following project objectives: (a) establishment of a statewide system to coordinate the delivery of existing inservice resources; (b) design of training materials in targeted core competency areas; (c) development and support of regional training centers; (d) preparation of training teams at each of the regional training centers to conduct a variety of training and follow-up support activities; and (e) nationwide dissemination of project information, results, and materials.

Outcomes: The project's system for inservice training and support will address the changing roles and responsibilities of personnel serving young children with disabilities in inclusive settings and the scarcity of inservice training in rural areas. Through project activities, training and follow-up support will be available throughout this primarily rural state.

Serving Young Children With ADHD: A Management and Prevention Program (MAP)

Inservice Training Project
Grant No. H024P40062 (1994–97)
Fiscal Agency: University of Oregon, School Psychology Program

Ruth Kaminski, Project Director
School Psychology Program
College of Education
University of Oregon
Eugene, OR 97403
(541) 346-2142
Fax: 541-346-5818
E-mail: ruth_kaminski@ccmail.uoregon.edu

Purpose: To develop, implement, and evaluate a model inservice training project to increase and improve the capacity of community-based early childhood programs to serve young children with attention deficit-hyperactivity disorder (ADHD) and related behavior problems effectively.

Target: Early childhood and early intervention personnel who provide services to young children with ADHD and related behavior problems in community early childhood settings.

Approach: During the first year, inservice training will be directly provided to approximately 70 personnel who work with young children with ADHD and related behavior problems. This staff will, in turn, provide training to child care providers, home visitors, teaching assistants, volunteers, parents, and aids during the second and third years. Training materials will focus on team collaboration, environmental arrangement, behavioral assessment, development of social competence in young children, development of self-management skills in young children, and family education and support. The inservice training program will consist of needs assessment, initial training, field-based coaching, and institutionalization (training to train others). Training modules will be developed for each area with specific training materials developed for use in each phase.

Outcomes: The project will produce a series of training modules and materials for use with a variety of early childhood and early intervention personnel who work with young children with ADHD and related behavior problems and their families. These materials will increase the knowledge and skills of early childhood and early intervention personnel in promoting child self-management and social competence in managing and preventing challenging behaviors among these young children. By increasing child self management and social competence, the ultimate outcome will be the increased likelihood that these children will experience early school success.

Philadelphia Family Network

Inservice Training Project
Grant No. H024P40021 (1994–97)
Fiscal Agency: Temple University of the Commonwealth System of Higher Education

Philippa Campbell, Project Director
Allegheny Unviersity of Health Sciences
Medical Office Building
Rowland Hall, Suite 403
4190 City Avenue
Philadelphia, PA 19131-1696
(215) 871-2710
Fax: 215-871-2715
E-mail: pip@vn.temple.edu

Purpose: To train family members of children, birth through age 5 years, to collaborate with professionals, in order to promote culturally competent, family supportive, service delivery.

Target: Family members of children with special needs from inner city communities.

Approach: The project will employ family members as paraprofessionals to develop community-based networks where additional family members are recruited, trained as paraprofessionals, and linked together to provide education, information, and support training for other families living in a particular community. The model will be developed and validated within the eight community neighborhoods of Philadelphia. During the first year of the project, eight family members will be hired and trained to provide services to a minimum of 25 other family members within each of their eight respective communities. Information about interactions with these initial 225 family members will be used to identify and validate the most appropriate and culturally-competent strategies. During the second year, these strategies will become the basis for training at least five other family members as paraprofessional trainers within each community; who will, in turn, provide information, support, and education for at least 25 other families within each of the eight communities. This approach to ongoing training will be continue throughout the third year.

Outcomes: This project will result in paraprofessional training for a minimum of 88 family members; validated implementation strategies sensitive to community and diverse values; a variety of culturally competent materials and activities that can be used for training families; a validated, ongoing process and curriculum for recruiting and training families; and provision of information, support, and educational training for approximately 2,200 family members.

Providing Accessible Statewide Training for Practicing Paraprofessionals Working with Infants, Toddlers, and Preschoolers Who Are Deaf or Hard of Hearing and Their Families

Inservice Training Project
Grant No. H024P40084 (1994–97)
Fiscal Agency: Utah State University, SKI-HI Institute

Don Barringer, Project Director
Barbara Glover, Project Coordinator
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317
E-mail: fatrw@cc.usu

Purpose: To develop an innovative inservice training model to prepare personnel to provide family-centered programming to infants, toddlers, and preschoolers who are deaf and hard of hearing and their families.

Target: Practicing professionals and paraprofessionals working with deaf and hard of hearing children.

Approach: The project will develop a state-of-the-art inservice course, develop supporting training materials, and develop an innovative instructional delivery system which is accessible by a large population of early intervention personnel. Curriculum topics include: (a) principles of family-centered programming; (b) impact of hearing loss on the child and family; (c) deafness and deaf culture; (d) service provider roles and characteristics; (e) multi-disciplinary teaming; (f) psychoemotional issues; (g) family-focused interviewing; (h) communication interaction and choosing communication methodologies; (i) hearing evaluation and aids; (j) auditory development and training; (k) language development and facilitation; and (l) gathering, reporting, and using information from families about themselves and the child. The inservice training course, presented in 10 learning modules, will employ video presentations, 2-way audio conferencing, printed material, and live satellite presentations.

Outcomes: The project will help develop distance education as a viable medium for providing training for working with children having hearing impairments. Approximately 50 professionals and paraprofessionals will be trained in the demonstration state of Ohio. Following the demonstration and evaluation stage, all states will have access to the model and materials.

BEST COPY AVAILABLE

Creating Quality Home Care Environments for Young Children With Disabilities

Inservice Training Project
Grant No. H024P40017 (1994–97)
Fiscal Agency: University of Vermont, Center for Developmental Disabilities

Wayne Fox, Project Director
Beverly Heis and Nancy Sugarman, Project Co-Coordinators
Center for Developmental Disabilities
University of Vermont
499-C Waterman Building
Burlington, VT 05405
(802) 656-4031
Fax: 802-656-1357
E-mail: wfox@zoo.uvm.edu
WWW: http://www.uvm.edu/~uapvt/earlyed/

Purpose: To increase the number and quality of registered family child care homes where young children with disabilities can be served in a family-centered, community-based, inclusive environment.

Target: Registered family child care home providers.

Approach: The model will use an innovative curriculum that addresses the needs of family child care providers to create developmentally appropriate environments that include young children with disabilities, with the goal of certification of such providers. Each project year, 18 to 25 family child care providers in Vermont will be identified to participate in the certification program. Participants will be asked to commit to a pre/post self-assessment, attendance at the complete series of workshops, participation in a year-long practicum, and the development of a portfolio that will provide evidence of the completion of program competencies. Providers will need to demonstrate a knowledge of typical child development; a knowledge of the characteristics of quality home care environments; an understanding of strategies for adapting and modifying environments, materials and approaches to meet the specific needs of young children with disabilities; and the ability to translate knowledge into action by designing, implementing, and evaluating activities for a child with a disability that facilitate the child's full participation in the home care setting.

Outcomes: Anticipated outcomes include the development and institutionalization of a statewide Inclusive Family Child Care Providers Certificate Program in Vermont; the development and enhancement of quality family child care homes; and the development of a regional network of early childhood professionals to provide continuing support to family child care providers in the region. National dissemination of project information and products is planned through a variety of media.

Inservice Training for Staff Serving Young Children With Disabilities and Limited English Proficiency: Constructive Interaction Around Books and Play

Inservice Training Project
Grant No. H024P50035 (1995–98)
Fiscal Agency: Washington Research Institute

Mary Maddox and Kevin Cole, Co-Principal Investigators
Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1523
E-mail: mmaddox@halcyon.com
and kcole@u.washington.edu

Purpose: To optimize the first and second language development of young children, ages 2 through 6 years, with disabilities who also have limited English proficiency (LEP).

Target: Bilingual and other paraprofessionals working with the target group and their families, especially those from cultural, linguistic, and racial minority groups.

Approach: The model will directly address the language development needs of children whose first language is Spanish or Vietnamese (Years 1 and 2); and other languages (Year 3) through the development of a prototype videotape. Training modalities will include peer coaching, oral presentation, informal discussions, videotapes, and on-site application of skills. A major training component will be presented on videotape that can be copied and diffused throughout a community or school district. The videotape will be designed so that it may be adapted for use by programs serving children and parents from any linguistic group. The project will also develop a training for trainers component to assist with model dissemination within small or large geographic areas. Dissemination will be enhanced because this project is based on an ecological model and will build on existing early childhood practices and typical parent/child interactions. Staff and parents will be provided with specific language facilitation strategies to use during picture book interactions and play, activities universally included in early childhood settings and in family interactions.

Outcomes: By capitalizing on current research in language development, developmentally appropriate practices, and bilingual education, the project will develop methods and materials for facilitating language and emergent literacy development in young children with developmental delays and LEP through increased skill development in language facilitation by paraprofessionals and parents.

Sensory Impairment Training to Upgrade Professional's Skills

Inservice Training Project
Grant No. H024P40030 (1994–97)
Fiscal Agency: State of Washington, Office of the Superintendent of Public Instruction

Nancy Hatfield, Project Director
Puget Sound ESD
400 Southwest 152nd Street
Burien, WA 98166
(206) 439-6925
Fax: 206-439-3961
E-mail: nhatfiel@psed.wednet.edu

Purpose: To increase the quantity and improve the quality of services available in Washington State to families with infants and toddlers, ages birth to 3 years, who are deaf or hard of hearing, blind or visually impaired, or deaf and blind.

Target: Professionals who provide, or will provide services to infants and toddlers with sensory disabilities, and their families.

Approach: Year 1 of the project will focus on recruiting an advisory committee, planning curriculum content, course sequence, and practicum activities leading to specific competencies, and conducting an institute focused on family-centered practices. Year 2 will consist of monthly seminars via a 2-way video conference network on topics related to deafness, vision, and deaf-blindness; as well as family/professionals retreats where trainees will have the opportunity for supervised observation and a hands-on practicum experience with families. Year 3 will focus on supervision and on-site mentoring of trainees. A training manual will be produced describing the training model, including a curriculum for establishing competencies in family-centered service delivery, infant/toddler development and assessment, and topics related to infants/toddlers with sensory disabilities.

Outcomes: As a result of this training, Washington State will have a cadre of 45 early childhood specialists who are certified to work effectively with families with infants and toddlers with sensory disabilities; additionally, 225-500 other professionals will gain a heightened awareness of children with sensory disabilities through distance learning opportunities. Other project outcomes include the preparation of specialists who can act as regional resources; and, as a result of increased availability of services and awareness, a greater number of children with sensory impairments will be identified at an earlier age.

E.X.C.E.P.T.I.O.N.A.L. Challenge Project

Outreach Project
Grant No. H024D60034 (1996–99)
Fiscal Agency: Sonoma State University Academic Foundation

Tony Appoloni and Linda Cranor,
Project Co-Directors
California Insititute on Human Services
1801 East Cotati Avenue
Rohnert Park, CA 94928-3609
(707) 664-2416
Fax: 707-664-2417
E-mail: linda.cranor@sonoma.edu
WWW: http://www.sonoma.edu

Purpose: To assist states in addressing the shortage of qualified preschool and child care personnel to serve young children, ages birth through 5 years, who have or are at high risk of developing disabilities.

Target: State and regional teams representing the Part H lead agency, state education agency, child care lead agency, prominent parent organizations, and other relevant networks.

Approach: The project focuses on the need for intensive training to improve child care services to children with disabilities and their families. The project addresses this need on three levels: (a) statewide planning, through planning, evaluation, and technical assistance; (b) state/regional interagency training of trainers; and (c) community college training of instructors. The project proposes to employ the following strategies in their approach: ensure that interagency teams include representatives from the targeted groups; model parent-professional coordination in all activities; include public awareness, product development and dissemination, site development, training, and technical assistance activities in each state; and adapt the training for native speakers of Spanish and Chinese.

Outcomes: The impact in meeting needs of children with disabilities and their families is in several areas: the numbers of states and key individuals to receive training and technical assistance (6 states, 60 state-level staff, and 250 state or regional level interagency interdisciplinary staff persons; and a minimum of 1,360 local leaders); the inclusion of New York (which accounts for approximately one tenth of the nation's children with disabilities); the focus on basic curriculum adaptations for the nation's largest ethnic/linguistic minority groups; and the inculcation of the materials into the community college curriculum. The project will impact the individuals served, state-level representatives, community college instructors, regional interagency leaders, local providers, and families.

EEPCD Outreach Projects

The Spectrum Project — Families and Teams Together: Improving Information Sharing and Program Planning Processes

Outreach Project
Grant No. H024D60007 (1996–99)
Fiscal Agency: The Regents of the University of Colorado

Susan Moore, Project Director
William Eiserman, Project Coordinator
University of Colorado
Campus Box 409, SLHS
Boulder, CO 80309-0409
(303) 492-5284
Fax: 303-492-3274
E-mail: moores@spot.colorado.edu

Purpose: To facilitate family participation in assessment and program planning processes, resulting in improved quality of services for young children with disabilities and their families.

Target: Preservice early intervention professionals, higher education faculty, regular special education personnel, and family members of children with disabilities or developmental delays.

Approach: The project will create individual level change for all team members (preservice and inservice professionals, family members, and higher education faculty) by helping them to reflect on their current philosophies and practices pertaining to family-directed practices and to develop skills and action plans for implementing changes. On the team level, the project will help each individual's self-reflections and goals to be integrated into an overall team self-reflection, skill-building, and action planning process. As a part of this process, teams will identify systems-level resources and needs that must be addressed in order to implement family-directed information sharing and program planning processes. The training process itself models the philosophy of full family participation by being designed for delivery by parent/professional training teams and for the participation of family members who can offer a variety of perspectives.

Outcomes: The project will increase the number of professionals, higher education faculty, families, and early childhood assessment teams who understand and infuse family-directed, cross-cultural practices; increase the number of local interagency councils that are providing interdisciplinary personnel preparation programs; increase the number of early childhood assessment team members, family members, and higher education faculty who are collaborating to in other personnel preparation efforts; and increase state-level technical assistance and personnel preparation providers' awareness of current practices and needs pertaining to family-directed, cross-culturally competent information sharing and program planning.

LEAP Outreach

Outreach Project
Grant No. H024D40027 (1994–97)
Fiscal Agency: Early Learning Institute

Phillip Strain, Director
Julie Katcenmeyer, Project Coordinator
Center for Collaborative Educational Leadership
1444 Wazee Street, Suite 230
Denver, CO 80202
(303) 620-4494
Fax: 303-620-4588

Purpose: To provide training in the LEAP model which features a behaviorally and developmentally appropriate practice approach for teaching young children with special needs in an integrated setting, and to develop a network of replication sites.

Target: Regular and special preschool educators, speech-language pathologists, occupational therapists, physical therapists, teacher assistants, and family members in preschool integrated settings and day care and Head Start programs serving young children with special needs and their families.

Approach: The LEAP model features (a) a comprehensive one-week assessment for target children that results in individualized programming for 24-hour intervention; (b) a developmentally appropriate curriculum planning process that results in lessons that are applicable to groups of children from 12 to 72 months in developmental functioning; (c) a systematic method for teaching typical children to intervene successfully with the social and language skills and class deportment of their peers with autism; (d) a modularized approach to parent participation in which the learning of specific parenting and advocacy skills is evaluated at LEAP, in the home, and in community settings; (e) a systematic plan for the transition of children to regular class settings; and (f) the use of comparison group and multiple baseline designs to document the effects of specific program components.

Outcomes: During the first project year, six replication sites will be developed, which will include: training approximately 90 program personnel in model implementation; initiating developmentally integrated services for approximately 320 children with disabilities (primarily children with autism); and coordinating local involvement with state early childhood plans, systems change efforts, and personnel training initiatives. The project estimates that residential services can be deferred for all replication site children; that 50% of the children with autism can be placed in regular education settings within 2 years; and that 50% of these children will function within normal developmental limits within 2 years.

Participate Outreach

Outreach Project
Grant No. H024D50065 (1995–98)
Fiscal Agency: University of Colorado Health Sciences Center

Cordelia Robinson, Project Director
JFK Center for Developmental Disabilities
University of Colorado Health Sciences Center
4200 East Ninth Avenue, Box C-234
Denver, CO 80262-0234
(303) 315-5209
Fax: 303-315-6844
E-mail: robinsoc@essex.uchse.edu

Purpose: To provide on-site training and technical assistance to parents, local school districts, and child care programs to utilize the Project Participate model to address barriers to full particupation in inclusive preschool settings for young children, ages 3 to 8 years, with developmental disabilities.

Target: Initial targets will be interdisciplinary teams from Colorado school districts and early childhood programs which serve children with low-incidence motor and sensory disabilities and who are from minority populations. Teams will include administrators, teachers, related services personnel, and parents.

Approach: Focus on train-ing interdisciplinary teams in a problem-solving, decision-making process. The project will provide training and technical assistance to six sites each year. This training will include an overview of the project model focusing on active participation through the successful use of assistive technology; on-site con-sultation, training, technical assistance, and follow-up; and ongoing support and information sharing through a newsletter, telephone consultation, sharing experi-ences across sites, and an annual conference. The participation of parents as equal team members will be modeled and emphasized.

Outcomes: Training participants will demonstrate increased knowledge and skills in inclusion and the use of assistance technology, including these three competency areas: principles of family-centered, culturally competent, coordinated care; the development of inter/transdisciplinary teams and principles and of function-focused assessments and interventions; and the use of natural supports and community-based services to support inclusion. Early intervention staff and family members will gain skills in colalboration and interdisciplinary problem solving, and program administrators and supervisory staff will gain skills in consultation and interdisciplinary teamwork to support efforts to enhance children's participation. Training materials will be developed and disseminated, and evaluation instruments will be further validated and disseminated.

Western Regional Faculty Institute for Training (WRFIT)

Outreach Project
Grant No. H024D50045 (1995–98)
Fiscal Agency: University of Colorado Health Sciences Center

Hal Lewis and Linda Flynn, Project Co-Directors
JFK Center for Developmental Disabilities
University of Colorado Health Sciences Center
4200 East Ninth Avenue, Box C-234
Denver, CO 80262
(303) 315-8607
Fax: 303-315-6844
E-mail: flynn-1@titania.uchsc.edu

Purpose: To expand the capacity and role of higher education faculty in meeting community-based training needs in the early intervention and Part H arena.

Targets: Selected faculty from institutions of higher education from 13 states and 4 jurisdictions in the western part of the United States.

Approach: The project will use faculty development methods identified by the four regional faculty institutes funded by EEPCD from 1992 through 1995. Components of these methods include ongoing liaison with a UAP-based state contact person to assist with needs assessments, identification of participants, and information dissemination within the state; provision of an intensive 3-day training seminar in early intervention content areas and in best practices in adult learning; incentives and supports for faculty capacity building and involvement in community-based training; a mini-grant program to allow faculty to implement and evaluate training techniques; and dissemination of materials and resources. A computerized, annotated database of information about key faculty in early intervention, innovations in birth-to-3 programs, curriculum materials, and other training resources will be developed and made available to faculty and program planners.

Outcomes: The project will increase the capacity of higher education faculty in western states and jurisdictions to conduct high-quality, culturally competent training in early intervention, and will increase their involvement in ongoing early intervention training. Project activities also will increase the ability of faculty and programs planners, including Part H coordinators, to rapidly identify resources, including faculty, for early intervention training.

BEST COPY AVAILABLE

Niños Especiales Outreach Project for Preschool-Age Children

Outreach Project
Grant No. H024D50023 (1995–98)
Fiscal Agency: University of Connecticut Health Center, School of Medicine-Pediatrics

Mary Beth Bruder, Project Director
Child and Family Studies
UCONN Health Center
Dowling North, MC-6222
263 Farmington Ave.
Farmington, CT 06032-6222
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@sun.uchc.edu

Purpose: To disseminate information about and training in the Niños Especiales Program service model to preschool programs serving children with disabilities and their families of Puerto Rican heritage.

Target: Service providers who design, implement, and/or evaluate preschool special education services for children with disabilities and their families from Puerto Rico. These providers will include teachers, administrators, therapists, paraprofessionals, and families from preschool special education, Head Start, and day care programs.

Approach: Training, in the form of bi-weekly workshops, will be provided to the targeted audience in the following elements of the program model: cultural sensitivity, family-centered orientation, interagency collaboration, transdisciplinary services, and transition to preschool. Long-term training will be provided to develop skills in culturally sensitive intervention services and, combined with technical assistance, to enable early intervnetion and preschool programs to replicate the service components. For example, institutes designed to further model replication will be held for groups of 10 to 15 teachers. Each year four institutes, each consisting of five training sessions, will be conducted and follow-up and support provided. Evaluation will document changes as a result of training across participants, programs, and children and families.

Outcomes: The project will develop an early intervention service model into a preschool service model and will disseminate and replicate this new model. As a result of training in this model, program personnel will improve the quality of services they provide through their preschool programs to children with disabilities and their families of Puerto Rican heritage.

Access for All: Collaboration for Comprehensive Child Care for Deaf and Hearing Preschoolers and Their Families

Outreach Project
Grant No. H024D40051 (1994–97)
Fiscal Agency: Gallaudet University

Gail A. Solit, Project Director
Child Development Center
Gallaudet University
800 Florida Avenue NW
Washington, DC 20002
(202) 651-5130
Fax: 202-651-5531
E-mail: gasolit@gallua.gallaudet.edu
WWW: http://www.gallaudet.edu/~precpweb/c

Purpose: To provide training and technical assistance to schools, programs, and child care agencies to create a comprehensive, developmentally appropriate child care program for children who are deaf and hard of hearing and their families, and to provide inservice training and technical assistance to administrators, teachers, and families to establish a positive integrative experience for all children in a child care setting.

Target: A project priority is to serve a diverse population of young children, ages 2 through 6, who are deaf or hearing impaired, from diverse ethnic and cultural backgrounds, including families that are economically disadvantaged.

Approach: The project is based on the Child Development Center-Kendall Demonstration Elementary School Integrated Model (CDC-KDES). The project will bring knowledge of developmentally appropriate practices and individualized learning approaches to professionals interested in including in their programs children who are deaf; will expand the opportunities for professionals to work collaboratively with child care and other early childhood specialists; will contribute to early childhood mainstreaming efficacy research in the area of deafness; will provide all children with opportunities to develop skills for social interaction; will develop the model to meet the needs of states and localities to increase the opportunities for children who are deaf to full access to child care programs in natural environments; and will provide quality child care for families of children who are deaf and hard of hearing.

Outcomes: Administrators, teachers, and parents will receive training, technical assistance and support to plan, implement, and monitor the effectiveness of their pro- grams. A training manual will be designed and field tested. Staff will visit sites annually to conduct community workshops, additional staff training, and evaluations of the integrated activities and interagency collaboration efforts.

Project TLC: Technology-Learning-Collaboration National Outreach Project

Outreach Project
Grant No.H024D40019 (1994–97) [GA and IL]
Fiscal Agency: United Cerebral Palsy Assn., Inc.

Sharon Meek, Project Director
992 Hearthstone Place
Stone Mountain, GA 30083
(404) 292-8933
Fax: 404-294-0458

Purpose: To build a replication network for the Technology-Based Environmental Impact Model, a set of service delivery practices consisting of the integration of available technologies into educational and therapeutic programming for children with disabilities.

Target: Children, birth to age 3 years with disabilities, and their parents; and early intervention program staff and administrators from a variety of disciplines (e.g., physical therapy, occupational therapy, education), emphasizing those from rural, economically disadvantaged areas.

Approach: For children with special needs, adaptive switch-activated toy play and computers offer an alternative learning modality, as well as a strategy for controlling their worlds. For children without disabilities, technology can motivate learning and expand play options. For the two groups together, technology equalizes differences and provides opportunities for interaction. The outreach project will train 4-member Parent-and-Practitioner Teams and 3-member Management Teams, each representing various service disciplines involved in early intervention programs. Training is competency-based, and consists of centralized training sessions, with hands-on experience and application to real-life case studies; follow-up teleconferences; interim "homework" (direct application); and technical assistance. Specialized training will be provided to selected participants in training others to use technology.

Outcomes: Parents and professionals will gain knowledge and skill in the uses of assistive technology devices and services to enhance the independence of children with disabilities.

Pacific Outreach Project to Provide and Improve Services for Culturally Diverse Children Ages Birth to 8 With Disabilities Using a Family-Centered, Transdisciplinary, Transagency Service Model

Outreach Project
Grant No. H024D60030 (1996–99)
Fiscal Agency: University of Hawai'i at Manoa

Robert Stodden, Principal Investigator
Dotty Kelly, Project Coordinator
Hawai'i University Affiliated Program
University of Hawai'i at Manoa
1110 University Avenue, Suite 302
Honolulu, HI 96822
(808) 956-6449
Fax: 808-956-4734
E-mail: stoddenr@hawaii.edu
and dorthykp@hawaii.edu

Purpose: To improve services to culturally diverse children, ages birth through 8, with disabilities and their families by using a family-centered, transdisciplinary, transagency model.

Target: Professionals, families, advocates, students, and the public.

Approach: The project will provide the target audiences with information about services to children and families, and strategies to help them reach their optimal level of development. Training will be conducted at three levels: (a) awareness training at conferences, early childhood programs, and community organizations; (b) replication training and follow-up technical assistance; and (c) training for trainers workshops. Interactive training on the following topics will be offered: cultural diversity and competence; family-centered services; transdisciplinary, transagency service delivery model; transagency service coordination; characteristics of children who are at-risk and children who are resilient and their families; substance abuse; culturally diverse children who are at-risk and their substance abusing families; working with children who are HIV infected or affected and their families; center- and home-based intervention; family services and programming; and team development.

Outcomes: Participants will gain an understanding of the diverse characteristics, issues, and needs of families as well as successful practices for working with them. They will learn skills in coordinating their efforts as a member of a program team within their agency and as a member of a service coordination team at the community level. Administrators, families, and staff will have an opportunity to learn about and to experience how culturally competent and clinically sound early intervention and early childhood services can become a reality.

Family and Child Transitions Into Least Restrictive Environment (FACTS/LRE)

Outreach Project
Grant No. H024D50048 (1995–98)
Fiscal Agency: University of Illinois at Urbana-Champaign, College of Education

Susan Fowler, Project Director
Children's Research Center
University of Illinois at Urbana-Champaign
51 Gerty Drive
Champaign, IL 61820
(217) 333-4123
Fax: 217-244-7732
E-mail: sfowler@staff.uiuc.edu
WWW: http://www.uiuc.edu/coe/sped/facts

Purpose: To promote and improve interagency coordination and collaboration in the transition of children with developmental disabilities at age 3 from early intervention to preschool special education or community programs, and in the transitioning of services from public schools to community settings.

Target: Training will be provided to community-based teams composed of family members, the local interagency council (LIC) coordinator, and representatives from each early intervention agency, from each local education agency, from the child care resource and referral service (CCR&R), and from Head Start. Other targets of project activities include personnel at state agencies and organizations, including the department of education, the Part H lead agency, interagency coordinating councils (ICCs), Parent Training and Information Centers (PTIs), and a number of national organizations with broad dissemination capacity.

Approach: The project will provide technical assistance through (a) consultation to state ICCs and state agencies; (b) team-based training organized through LICs; and (c) team-based training organized through CCR&R networks. Each team-based training will focus on either transitions for children turning 3 and writing community-level interagency agreements or on natural settings and least restrictive environments for children from birth to 5. Training will be provided to community teams working on interagency transition agreements and/or on expanding services into natural settings. Follow-up technical assistance will be provided to each team.

Outcomes: As a result of project activities, state and local policies, programs, and practices for transitioning young children with disabilities between service systems and to community-based settings will improve. Project workshops and materials will reach many more agencies and individuals, ultimately benefitting young children with disabilties by optimizng their chances for success in new service programs.

PIWI Outreach: Facilitating Development Through Parent-Infant Play Groups

Outreach Project
Grant No. H024D60042 (1996–99)
Fiscal Agency: Children's Research Center

Jeanett McCollum, Principal Investigator
Tweety Yates, Project Director
Children's Research Center
51 Gerty Drive, Room 61
Champaign, IL 61820
(217) 333-4123
Fax: 217-333-6555

Purpose: To assist early intervention personnel to facilitate child development through parent-infant play groups.

Target: Children with disabilities and their families, service providers, state departments, state lead agencies for Part H, and the early intervention field.

Approach: The project will address the need for early intervention personnel to develop play groups reflective of family-centered values. The project will approach this need by developing and nationally disseminating a set of training materials describing the guidelines, format, and procedures for implementing a parent-child play group model; and by implementing a systematic training approach through a training of trainers model in order to develop replication sites. The model is based on a two-tier interactional framework, the primary tier being the parent-child relationship and the second tier being the interventionist's relationship with the parent-child dyad. Project training components include the provision of developmental guidance through the process of interaction intervention; assistance to parents in embedding goals into natural play and caregiving routines; promoting pleasurable, developmentally appropriate dyadic interaction as a context for development and learning; and using a parallel scaffold in which strategies are designed to mirror one another within the parent-infant dyad and the interventionist-parent dyad. Through using the model with dyads having a broad range of characteristics, the guidelines and materials developed will be useful with a variety of populations.

Outcomes: PIWI Outreach will provide a dynamic, replicable model for implementing a philosophy-based approach to parent-child play groups. Through this training, early interventionists will strengthen their service provision by recognizing and enhancing the foundation of early intervention practice; the relationships between parent and child, and the relationship between dyads and interventionists.

TTAP Outreach: Technology Team Assessment Process

Outreach Project
Grant No. H024D40023 (1994–97)
Fiscal Agency: Western Illinois University

Patricia Huntinger, Project Director
College of Education
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
(309) 298-1634
Fax: 309-298-2305
E-mail: p1-huntinger@wiu.edu

Purpose: To establish model technology assessment procedures in replication sites and to train early intervention personnel and families to function as effective members of a core assistive technology assessment team.

Target: Assessment teams — consisting of families, early childhood personnel, occupational and physical therapists, communication specialists, psychologists, and other support personnel in early childhood programs — working with children from birth to 8 years of age who have moderate to severe disabilities and are in home- or center-based birth-to-3 programs and preschool classrooms.

Approach: TTAP is a comprehensive technology assessment model consisting of team-based procedures to assess children to determine appropriate technology applications. The assessment is an important first step in providing children with technology that can help optimize their growth and development in inclusive settings. Families are an integral part of TTAP's assessment procedures and provide input throughout all phases of the process. TTAP model training is conducted in Macomb over a 3-day period. Training focuses on planning and conducting a technology assessment with a young child. Follow-up visits are conducted to evaluate the site's technology assessment process and to provide further training to site staff. Ongoing support is provided through electronic communication, phone consultation, and follow-up workshops.

Outcomes: Replication of and training in this model will result in more young children receiving appropriate technology assessments and using effective technology applications to access their world and the world of children without disabilities. Project activities will result in a greater number of early intervention personnel, support personnel, and families acquiring the knowledge and skills to carry out technology assessments and to include technology applications in their activities.

Circle of Inclusion Outreach Project: Inclusion for Young Children With Severe Disabilities in Community Programs

Outreach Project
Grant No. H024D40026 (1994–97)
Fiscal Agency: University of Kansas

Barbara Thompson and Juliann Cripe,
Project Co-Directors
Deann Lovell, Project Coordinator
Department of Special Education
The University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954 (Thompson)
864-0685(Cripe)
Fax: (913) 864-4149

Purpose: To train program sites in four states each year to support the inclusion of children, 3 through 5 years of age, with severe and multiple disabilities, including significant physical challenges, severe to profound developmental delays, autism or PDD, and dual sensory impairments.

Target: Local education agency early childhood special education service teams, community preschools, and other community-based early childhood and child care programs. The outreach site team includes early childhood special educators, general early childhood educators, related services personnel, paraprofessionals, family members, administrators, and others as integral to the development of the site.

Approach: The Circle of Inclusion model consists of six interrelated components that support the planning and implementation of practices related to preparing personnel, empowering families, facilitating full participation, accommodating individual child needs and facilitating social and instructional inclusion, monitoring progress and evaluating the program, and success-ful transition. Training is provided through intensive workshops and ongoing, on-site technical assistance and training. During the intensive workshop, site teams will be matched with teams from area programs that employ components of the Circle of Inclusion model. On-site training will include visits from project staff and team members from the matched sites. Additionally, long-distance training and follow-up strategies will be used and include conference calls, electronic mail, and interactive television.

Outcomes: During the first year, the four states in the Region 7 Resource Access Project (RAP) — Iowa, Kansas, Nebraska, and Missouri — will be targeted for training and for the development of regional training sites. Training will increase the number of community agencies collaborating in inclusive activities and will increase family participation in and satisfaction with their child's program.

Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments

Outreach Project
Grant No. H024D50053 (1995–98)
Fiscal Agency: University of Kansas

Judith Carta, Project Director
Jeanie Schiefelbusch, Project Coordinator
Juniper Gardens Children's Project
University of Kansas
650 Minnesota, 2nd Floor
Kansas City, KS 66101
(913) 321-3143
Fax: 913-371-8522
E-mail: carta@kuhub.cc.ukans.edu

Purpose: To disseminate a validated model of strategies for facilitating the transition and integration of young children with disabilities into regular early elementary classrooms.

Target: School district and other local education agency personnel; and teachers in special and regular education settings serving children with mild to severe disabilities in their final year of preschool or in kindergarten or first grade who are preparing to move or have just transitioned to the next educational setting.

Approach: The model is comprised of three sets of components: *core components*, the strategies needed within sites to facilitate integration, such as asssessment techniques for determining skills needed by children or the developmental appropriateness of classroom environments, classroom intervention strategies that support integration, strategies for promoting interagency collaboration, and strategies for enhancing family involvement in integration efforts; *support components*, the activities required to maintain high-quality implementation at replication sites, such as multiple training options, the provision of site-based technical assistance, ongoing program monitoring, and coordination with the state's Comprehensive System of Personnel Development (CSPD); and *replication components*, the activities that promote model dissemination such as public awareness, site identification, and a site adoption process in which key stakeholders determine how the model can be tailored to meet the needs of children and families from diverse cultural groups.

Outcomes: The project model will be replicated at three local sites and two outreach sites in year 1, at four additional sites across the country in year 2, and at four or more additional sites in year 3, which should improve the short- and long-term outcomes for the students at these sites, decrease students' needs for special education services 1 and 2 years after intervention, and increase teachers' and administrators' satisfaction.

Project STAIRS Outreach Project

Outreach Project
Grant No. H024D50047 (1995–98)
Fiscal Agency: The University of Kansas

David Lindeman, Project Co-Director
Kansas University Affiliated Program
2601 Gabriel
Parsons, KS 67357
(316) 421-6550, ext. 1859
Fax: 316-421-6550, ext. 1702
E-mail: dplindeman@parsons.1si.ukans.edu
and
Lee McLean, Project Co-Director
A. J. Pappanikou Center
University of Connecticut
249 Glenbrook Road, Box U-64
Storrs, CT 06269-2064
(860) 486-3493
Fax: 860-486-5037
E-mail: mclean@uconnvm.uconn.edu

Purpose: To assist state and community early childhood agencies to systematically identify and address barriers to the effective inclusion of young children with low-incidence and/or severe disabilities.

Target: Three local education agencies (LEAs) responsible for providing early childhood special education (ECSE) services in a rural community and the corresponding state education agency (SEA) in each of six predominantly rural states, and representatives of families, day care and Head Start programs, and other key stakeholders in these communities.

Approach: Within each participating community, an outreach technical assistance plan will be developed by a team of representatives of the targeted audience (see above). The project will provide outreach services related to four components of a model of supports needed for preschool inclusion: administrative supports, family choices and decision-making supports; supports for implementing IEP and IFSP programs in inclusive settings; and supports for positive peer interaction and social relationships. The outreach services provided will reflect the needs prioritized by the participating state and community agencies and may include team inservice training, collaborative consultation, facilitated networking, and facilitated access to informational resources. Distance learning technologies will be used.

Outcomes: The project will directly impact 6 SEAs and 18 LEAs according to the goals and associated services specified in their individualized outreach service plans. Each state should develop a long-range plan for supporting the delivery of ECSE in inclusionary settings and should document observable accomplishments.

Project STEPS: National Outreach

Outreach Project
Grant No. H024D60011 (1996–99)
Fiscal Agency: University of Kentucky

Beth Rous, Principal Investigator
Mineral Industries Building
University of Kentucky
Lexington, KY 40506-0051
(606) 257-9115
Fax: 606-257-4353
E-mail: brous@ihdi.uky.edu
WWW: http://www.ihdi.uky.edu/hdiprojects.htm

Purpose: To assist states in developing a statewide transition system for children, birth through 8 years of age, with disabilities.

Target: State-level personnel, transition facilitators, and local program administrators.

Approach: Using existing state, regional, and local agencies, the project will assist in building statewide interagency systems for the transition of children from early intervention to preschool programs, and from preschool to primary programs. The STEPS model provides a systematic process through four basic components that facilitate successful transitions: administration, staff development, family involvement, and child preparation. The project will assist in creating statewide transition systems that will provide training and technical assistance (TA) in the development of a state transition plan; will develop a network of transition facilitators who have knowledge and information needed to provide training and TA to local communities on transition issues; and will develop pilot communities within the state that use the STEPS model and the policies and procedures developed through the state transition plan. The project will provide liaison support to states which have established a transition coordinator position within the state, and will host an annual transition forum with follow-up consultation to provide states with information, training, and TA on transition issues and on developing state plans. From the national transition forum, the project will develop an annual report that will describe issues and strategies for addressing transition issues associated with interagency collaboration. The project will disseminate information and products through a variety of activities at the national and state levels.

Outcomes: Participating states will have developed a state plan and policy for early childhood transition, a statewide training and TA system, and local pilot sites. States which have already established systems through Project STEPS, and which have created state level positions to continue the work of the project, will receive ancillary support from project personnel.

Earliest Intervention: Setting the Stage for Success

Outreach Project
Grant No. H024D50011 (1995–98)
Fiscal Agency: The Children's Hospital, Boston

Heidelise Als, Project Director
Enders Pediatric Research Labs
The Children's Hospital
320 Longwood Avenue
Boston, MA 02115
(617) 355-8249
Fax: 617-355-7230
E-mail: als@a1.tch.harvard.edu

Purpose: To replicate the Newborn Individualized Developmental Care and Assessment Program (NIDCAP) at the Newborn Intensive Care Units (NICUs) at four sites serving inner-city, poor populations from minority backgrounds and to develop, produce, and disseminate training and replication materials for use at four additional sites in each of project years 2 and 3.

Target: A core group of NICU professionals at participating sites who have at least master's level professional preparation in one of the developmental disciplines, as well as a master's level nurse and/or a neonataologist.

Approach: Integration of the NIDCAP model into NICUs is successful in improving outcomes for high-risk infants with disabilities and for their families, especially those from minority-backgrounds. The project will focus on three components that are necessary to the successful implementation of the NIDCAP model: site development, the training of core training teams, and the connection between the NICU and the community. Project personnel will develop core training teams at each of four sites during each project year, who in turn will develop their sites and provide NIDCAP training to those involved in the day-to-day care of infants in the NICU and their families. Project staff will produce and disseminate training and replication materials for use beyond the first year and will evaluate the effectiveness of the outreach activities.

Outcomes: During the first project year, four inner-city NIDCAP intervention centers and training sites will be established, thereby improving the care delivered by more than 400 NICU professionals and potentially improving the outcomes for at least 1,000 inner-city infants and their families. The connection of services between the NICU and community, regional, and state agencies will be improved, with enhanced personnel preparation for more than 500 early intervention professionals. Manuals, videos, and other products will be available for use by centers beyond the first project year.

Project Dakota Outreach to Disseminate and Replicate Family-Centered, Community-Based Early Intervention Practices

Outreach Project
Grant No. H024D50024 (1995–98)
Fiscal Agency: Dakota, Inc.

Linda Kjerland, Project Director
Lifeworks
1380 Corporate Center, Curve #305
Eagan, MN 55121
(612) 454-2732
Fax: 612-454-3174
E-mail:lkk@lifeworks.org

Purpose: To replicate the Project's model components through tailored technical assistance with state leaders and local programs.

Target: The project will work with early intervention personnel and/or programs in the following areas: New York City (Bronx); New York State; Houston; Rio Grande Valley; Minneapolis/St. Paul; and the State of Minnesota.

Approach: The project has four major goals. First, in New York, to assist early intervention leaders and selected programs in the Bronx in incorporating tailored and responsive IFSP evaluation and assessment practices, and to enhance the competence and confidence of state regional training teams in critical IFSP issues and evaluate their impact on local teams. Goal 2 focuses on Texas, including assisting Houston's infant program in defining natural settings and supports and incorporating them into early intervention service delivery; helping Rio Grande Valley to design a transdisciplinary and transagency team model; and documenting proven strategies for natural settings for statewide use. Goal 3 is to enhance the competence of direct service staff in Minneapolis/St. Paul to link with community cultural resources for sevice flexiblity, inclusion, and culturally sensitive IFSPs; and to work with state leaders to in planning a statewide family leaders conference, designing a new family support system, and advising the plan for comprehensive system for personnel development. Goal 4 focuses on national dissemination and preparing information packets and training materials.

Outcomes: In each state, personnel will gain a better understanding of specific early intervention strategies and methods resulting in more family-centered and effective service delivery.

A Replication and Dissemination of a Model of Inservice Training and Technical Assistance to Prevent Challenging Behaviors in Young Children With Disabilities

Outreach Project
Grant No. H024D40006 (1994–97)
Fiscal Agency: University of Minnesota

Mary A. McEvoy, Project Director
Kathleen Feeley, Project Coordinator
Institute on Community Integration
University of Minnesota
215 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612)626-7819
Fax: 612-625-6619
E-mail: mary@vx.acs.umn.edu

Purpose: To provide for inservice and preservice training in assessment and intervention best practices for challenging behaviors in young children (preschoolers through kindergartners) who have severe disabilities, speech/language impairments, or social or emotional impairments

Target: Representatives from institutions of higher education with expertise in early childhood and other related fields, family members, and representatives from parent and family organizations.

Approach: This project will develop transdisciplinary technical assistance teams at the local education level which are able to provide a continuum of assistance to early interventionists and families in the treatment and prevention of severe challenging behavior in young children with disabilities. Representatives from institutions of higher education and from parent and family organizations will receive intensive training in assessment and intervention for young children with disabilities who engage in challenging behavior. These individuals will incorporate these assessment and intervention strategies into their existing preservice programs, in addition to working with local education districts to develop and train teams of professionals with expertise in preventing and managing challenging behavior.

Outcomes: Approximately 100 professionals, paraprofessionals, and parents from Iowa, New York, and Wisconsin will directly benefit from project training, technical assistance, and materials. They in turn will incorporate this information in their existing preservice programs, in their work with local education districts to train teams of professionals, and in their ongoing support to professionals and family members in developing and implementing behavioral support plans for preschoolers who engage in challenging behaviors.

Child Care plus+: An Outreach Project Providing Training and Technical Assistance to Child Care and Preschool Programs

Outreach Project
Grant No. H024D50063 (1995–98)
Fiscal Agency: University of Montana

Sarah A. Mulligan Gordon, Project Director
Montana University Affiliated Rural Institute
on Disabilities
52 Corbin Hall
University of Montana
Missoula, MT 59812
(406) 243-5814
Fax: 406-243-4730

Purpose: To provide training and technical assistance to child care and preschool programs that include young children, ages birth to 5 years, with severe disabilities and/or challenging behaviors, and to incorporate a train-the-trainer approach so that the model can be replicated thereby increasing the number of trainers available to early childhood providers.

Target: Child care providers and early childhood education professionals, families of children with disabilities, child care resource and referral (CCR&R) programs, and early intervention professionals.

Approach: The Child Care plus+ design includes provision of the following outreach activities: awareness, product development, dissemination, training, technical assistance, replication, and coordination with local, state, and national resources. Three features will added to promote continuation of the project. First, a demonstration site will be established on the University of Montana campus to serve as a training site and to further develop the model through the incorporation of current trends and issues. Second, during the first project year, project personnel will replicate the model in South Dakota and Louisiana, identfied Empowerment Zones and Enterprise Communities. A minimum of five child care programs will be selected as replication sites in both of these areas. Finally, a train-the-trainer approach will be undertaken focusing on rural and economically disadvantaged areas. During years 2 and 3 of the project, project staff will conduct four 5-day train-the-trainer events, after which each participant will be expected to work with three to five child care and preschool programs to replicate the model.
Outcomes: More than 80 trainers will be prepared to replicate the model. Over the 3 project years, an estimated 200 child care programs and the families whose children with disabilities are enrolled at these programs will benefit from replication of the project model stemming from project activities.

Project COACH Outreach: Transdisciplinary Consultation/Coaching Training for Building Infant/Toddler Teams and Linking to Part B to Promote Services to Natural EnvironmentsOutreach Project

Grant No. H024D60054 (1996–99)
Fiscal Agency: University of Southern Mississippi

Stella Fair, Project Coordinator
Institute for Disability Studies
University of Southern Mississippi, Box 5163
Hattiesburg, MS 39406-5163
(601)266-5163
Fax: 601-266-5114
E-mail: sfair@ocean.st.usm.edu

Purpose: To encourage best practices in early intervention for infants, toddlers, and preschoolers and increase family-centered options in Mississippi.

Target: Local early interventionists.

Approach: The project will promote the use of natural settings by focusing on the development of specific consulting and teaming competencies: ecological assessment, coaching, communication, planning, problem solving, leveraging resources, and coordination. Training will also include using individualized coaching to address the unique needs of the child, family, and caregiver in either family or center-based child care. This method is used to increase skills and provide program-specific support to regular early childhood professional and para-professional staff and parents. Through a variety of training strategies, including mentoring in the field, the training will first reach local providers at a center in a central Part H service district, and then be expanded through the Part H network across the state. The model site and staff will serve as ongoing mentors and demonstrators, while an itinerant mentor team will be based at the center led by a trained Project Coach team leader. They will work in community sites such as child care centers, Head Start programs, family day care, and homes. Emphasis will be placed on demonstrating key competencies in assessment and intervention within this model, especially the delivery of services in group care. During years two and three, the project will train additional teams to ensure that all regions of the state are represented.

Outcomes: Four anticipated outcomes include (a) an increase in consultation/coaching and transdisciplinary team coordination skills of professionals at the inservice level; (b) the provision of models for training professionals teams at the local level; (c) delineation and refinement of training methods and materials; and (d) evaluation of model effectiveness and dissemination of results and products from the project.

BEST COPY AVAILABLE

CO-TEACH Early Intervention Outreach Project

Outreach Project
Grant No. H024D60019 (1996–99)
Fiscal Agency: University of Montana

Richard van den Pol, Principal Investigator
Lisbeth Vincent, Project Director
Division of Education Research and Services
School of Education
University of Montana
Missoula, MT 59812
(406) 243-5344
Fax: 406-243-2797

Purpose: To increase the capacity and effectiveness of early intervention service providers, including those in areas characterized by poverty and cultural diversity.

Target: Family support specialists serving infants and toddlers; special education teachers supervising or providing direct services to preschool, kindergarten, and elementary students; general education teachers; child care providers; paraprofessionals; specialists providing ancillary services; families; and administrators.

Approach: The CO-TEACH model is a comprehensive early intervention model of services for children with disabilities of all types, birth through 8 years, with a primary focus on inclusive preschool services. Originally designed for use in rural areas, the model provides an easy-to-use, low-cost program which is particularly applicable for use in poverty-stricken areas and among diverse cultural groups. The model is characterized by flexible child and family support methods that can readily incorporate local cultural values and practices. The incorporation of informational videos of individual children minimizes literacy requirements of the families and enhances transition into inclusive kindergartens. The project's outreach process utilizes two major technical assistance activities (including a sequence of workshops and site visits) and follow-along activities. Developed in response to the demands of best practices as well as current educational need, CO-TEACH components include family-centered services; collaborative teaming; health, safety, and accessibility; IFSP/IEP management; positive behavior management; social skills; transition; inclusion curriculum; and video technology.

Outcomes: The overall effects of the project will include enhancing the capacity of sites to provide inclusive early intervention; disseminating and replicating an effective early intervention model; and demonstrating the model's effectiveness and adaptability in urban areas characterized by poverty and/or cultural diversity.

Project Ta-kós Outreach

Outreach Project
Grant No. H024D40029 (1994–97)
Fiscal Agency: Alta Mira Specialized Family Services, Inc.

Linda Askew, Project Director
Alta Mira Specialized Family Services, Inc.
P.O. Box 7040
800 Rio Grande Boulevard NW, Suite 19
Albuquerque, NM 87194-7040
(505) 842-9948
Fax: 505-842-9986

Purpose: To ensure that young children with special needs and their families receive services that are responsive to and supportive of family preferences, routines, and lifeways.

Target: Professionals, paraprofessionals, administrators, and parents in early intervention programs, education agencies (e.g. public schools, Head Start, and child care centers), health care agencies (e.g., children's hospitals and public health), and social service agencies serving children, birth to age 8, with developmental disabilities, and their families.

Approach: Project staff will provide site-specific, interagency component training and consultation to programs using a 3-phase training framework. Training for families, educators, and health care providers addresses theory and practice of a family-centered approach to early childhood services in multicultural settings. An interagency inservice planning process for site-specific training and a curriculum consisting of six training components are delivered in a 3-phase training framework (knowledge, skill acquisition, and mastery). Project staff and training site staff and families identify and design site-specific training outcomes based on the selected curriculum training. Ongoing consultation and technical assistance are provided. In order to influence the service delivery system, policy development, and accessibility of relevant services, project staff also serve on appropriate state or local level committees, publish a bi-annual newsletter, cosponsor a statewide training conference, and conduct institute training.

Outcomes: Through the 3 project years, approximately 500 professionals and 1,800 children and their families will benefit from outreach activities. Outreach training will positively impact the shortage of adequately trained personnel.

Family Enhancement Project

Outreach Project
Grant No. H024D60032 (1996–99)
Fiscal Agency: Orelena Hawks Puckett Institute

Carl Trivette, Project Director
Orelena Hawks Puckett Institute
128 South Sterling Street, P.O. Box 2277
Morganton, NC 28680
(704) 432-0063
Fax: 704-432-0068

Purpose: To promote competencies in practitioners needed to be responsive to the individualized needs, concerns, and priorities of families.

Target: Multidisciplinary teams consisting of administrators, educators, therapists, and parents of children with disabilities.

Approach: The project will use the following strategies to enhance early interventionists' abilities to meet the needs of infants and toddlers with disabilities and their families: (a) coordinate and assist state Part H lead agencies to develop and implement strategies for training program practitioners to carry out family-centered assessment and intervention procedures; (b) promote practitioners' adoption of the family-centered assessment and intervention model for identifying and meeting family needs and concerns; (c) conduct training and technical assistance activities to improve practitioners' abilities to meet child and family needs in natural, normalized, and normative manners; (d) improve practitioners' abilities to identify and promote child competencies needed to function in least restrictive educational and community environments; (e) promote optimal family involvement in the planning and delivery of services; (f) provide training and technical assistance to practitioners in IFSP development and implementation within a team-based model optimizing the involvement of families; and (g) disseminate information on family-centered assessment and intervention designed to develop and implement IFSPs in ways that support and strengthen family functioning. Training will be provided in a collaborative, multidisciplinary team context and will include onsite training sessions, parent participation as team members, a parent trainer, and parents from diverse backgrounds or those with children having low incidence disabilities.

Outcomes: The project will impact practitioners' capacities to (a) identify the needs, concerns, and strengths of young children and their families; (b) promote family's competencies in mobilizing resources; and (c) intervene in ways that enable and empower families.

Project SEARCH — Systems Effects of the Acquisition of Response Contingent Human Behavior

Outreach Project
Grant No. H024D60058 (1994–97)
(formerly Grant No. H024D40012)
Fiscal Agency: Orelena Hawks Puckett Institute

Carl Dunst and Melinda Raab, Project Co-Directors
Orelena Hawks Puckett Institute
189 East Chestnut Street
Asheville, NC 28801
(704) 255-0470
Fax: 704-255-9035

Purpose: To enhance early intervention practitioners' abilities to promote child learning capacity and document the extended benefits of this learning on the child and his or her caregivers.

Target: Caregivers and early interventionists who are serving young children, ages birth to 8 years, with low incidence disabilities, particularly those with severe or profound retardation.

Approach: Project SEARCH provides training to caregivers and interventionists to build upon their ability to create active learning opportunities for young children with significant disabilities. These opportunities are provided through the use of response-contingent learning games and assistive technology. Trainees are taught how to develop and implement these response-contingent intervention strategies, as well as how to document increased child learning capacity and the extended benefits of child learning for the child and his/her caregivers. A unique aspect of this project is the dissemination of a social systems framework for promoting child competencies and evaluating the benefits of early intervention. On-site replication training occurs in a location appropriate for the child and the trainees.

Outcomes: The project will provide training to eight programs each project year, which will in turn serve a technical assistance function for other early interventionists in their state. Previous applications of the model have demonstrated that children with severe/profound disabilities can and do learn when provided properly arranged response-contingent learning opportunities; assistive technology can enhance child learning capacity; child learning was associated with a wide range of positive influences for children and for caregivers.

Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators)

Outreach Project
Grant No. H024D60057 (1994–97)
(formerly Grant No. H024D40011)
Fiscal Agency: Orelena Hawks Puckett Institute

Carl Dunst and Melinda Raab, Project Co-Directors
Orelena Hawks Puckett Institute
189 East Chestnut Street
Asheville, NC 28801
(704) 255-0470
Fax: 704-255-9035

Purpose: To provide training and assistance to center-based programs to support the development of quality classroom practices that promote the optimal functioning of young children with disabilities and their families.

Target: Professionals — including early interventionists, classroom personnel, program administrators, related service personnel, researchers, trainers, and lead agency personnel — who are providing and/or developing services for infants, toddlers, and preschoolers with low incidence, severe disabilities, as well as other children with disabilities, and their families.

Approach: The classroom model upon which all outreach activities are based focuses on the various dimensions of the classroom ecology that influence child and caregiver behavior. The project provides outreach services in seven content areas: (a) program foundation and philosophy, (b) management and training, (c) environmental organization, (d) staffing patterns, (e) instructional context, (f) instructional techniques, and (g) program evaluation. The project offers on-site replication training, including needs assessment, orientation workshop, intensive training activities that are "job-embedded" and allow for practice in the workplace, the use of performance checklists, and follow-up visits. On-site replication activities will improve the abilities and skills of classroom staff to provide classroom services that are developmentally appropriate, activity- and routine-based, functional, naturalistic, and responsive to children and families.

Outcomes: Seven sites will receive replication training during each of the 3 project years. Selected sites will provide or develop classroom services to serve children with disabilities, including children with severe disabilities, and their families through Part B or Part H of IDEA; and agree to serve as a resource to other programs.

SIFT-OUT: Training for Systems Change in Early Intervention

Outreach Project
Grant No. H024D50069 (1995–98)
Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

Pam Winton, Project Director
Camille Catlett, Project Coordinator
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
Sheryl Mar Building, CB # 8185
Chapel Hill, NC 27599-8185
(919) 966-7180
Fax: 919-966-0862
E-mail: winton.fpg.sm@mhs.unc.edu

Purpose: To prepare university faculty (broadly defined; see "target" below) to serve as leaders in providing early intervention personnel preparation.

Target: Family members, practica supervisors, adjunct and community college teachers, and faculty at institutes of higher education in six states outside of the southeastern United States.

Approach: The project will promote the adoption of an approach to faculty training developed under the Southeastern Institute for Faculty Training (SIFT). It aims to increase linkages among institutions of higher education, families, and community and state agencies around early intervention personnel preparation; to increase faculty members' knowledge and skills related to providing effective, innovative, family-centered, interdisciplinary early intervention training; and to assist faculty in embedding state-of-the-art information and instructional strategies into the training they provide. Four broad levels of activites will be undertaken: (a) planning and information sharing between the project and key stakeholders in the state, including appointing a 10- to 15-member state faculty team; (b) implementing training activities with the faculty team including needs assessment, a 4-day intensive training, and the development of individual and state plans for embedding quality training within their states; (c) implementing the individual and state plans; and (d) providing follow-up technical assistance to the states and faculty as they implement their training plans and assisting with the identification and implementation of additional state-specific next steps.

Outcomes: Approximately 120 early intervention stakeholders and 90 faculty will benefit directly from project activities. Hundreds of students, professionals, and families will benefit indirectly through the training they will receive. Ultimately, their training will benefit the children and families served by the early intervention and preschool networks in the six states.

COACT Team Training Outreach

Outreach Project
Grant No. H024D60010 (1996–99)
Fiscal Agency: Ohio Department of Mental Retardation and Developmental Disabilities

Cynthie Johnson, Project Director
Jodie Fisher, Project Coordinator
Office of Family and Children's Services
Ohio Department of Mental Retardation and Developmental Disabilities
30 East Broad Street, Suite 1250
Columbus, OH 43266-0415
(614) 466-7203
Fax: 614-728-7072
E-mail: mr_cjh@ohio.gov

Purpose: To provide training and technical assistance aimed at establishing, nurturing, and maintaining collaborative team efforts to Ohio Family and Children First (OFCF) Councils at the local level.

Target: OFCF Councils, which are collaborative efforts of state and local governments, nonprofit organizations, businesses, and parents designed to improve the lives of families and children in Ohio.

Approach: The OFCF initiative is an emerging force for change throughout Ohio. The project will enhance the effectiveness of these councils by (a) providing training and technical assistance for OFCF regional consultants to build their skills in group process and facilitation; (b) providing leadership training opportunities for the executive committees of OFCF Councils in northeast Ohio; (c) providing tailor-made team training and technical assistance to local councils in the northeast region; (d) providing team training and technical assistance to groups within Ohio's Enterprise Communities and Empowerment Zones; and (e) evaluating and disseminating the COACT training and outreach model. Direct leadership workshops will be presented to the 18 executive committees in the northeast region to directly impact the way in which the committee members work with the broader Council membership.

Outcomes: COACT training will cultivate a new style of leadership, where all partners share and take ownership in a leadership role to move the Councils forward. By encouraging true collaboration, the provision of COACT training in team-building and leadership skills to various levels within the OFCF structure will strengthen family-centered practices.

Creating Systems Change to Improve Services to Young Children With Disabilities: An Outreach Project

Outreach Project
Grant No. H024D60023 (1996–99)
Fiscal Agency: University of Oregon

Diane Bricker, Principal Investigator
Misti Waddell, Project Coordinator
Early Intervention Program
5253 University of Oregon
Eugene, OR 97403-5253
(541) 346-0807 (Bricker)
346-2635 (Waddell)
Fax: 541-346-5639

Purpose: To improve the quality of early intervention and early childhood special education services through a systems-level change approach.

Target: Administrators, coordinators, supervisors, parents, teachers, and interventionists.

Approach: The project focuses on three important systems-level changes that are necessary to improve the quality of services delivered to infants and young children and their families: linking assessment, intervention, and evaluation; using naturalistic approaches (such as activity-based intervention); and involving families. The project will address these issues by (a) assisting state, regional, and program personnel including parents in the identification of needs and the development of a collaborative training plan to meet those needs; (b) providing information, skills training, and support to selected personnel to prepare them to serve as stakeholder trainers for other designated site/region trainees; (c) assisting trainers in developing a culture at training sites to facilitate and maintain state-of-the-art change in the delivery of services; (d) developing an associated set of training materials designed for the adult learner; and (e) evaluating training/technical assistance outcomes on stakeholder trainers and site/regional trainees. Multiple sites across several states will be targeted, with important players identified and included in choosing topics for training and the training approach to be used.

Outcomes: The training of stakeholder trainers and site/region trainees is intended to directly impact the quality of services provided to children with disabilities and their families. The project intends to provide continuous and long-term impact through systems-level change in one or more of the three components offered by the project: linking assessment, intervention and evaluation; naturalistic approaches; and family involvement.

The Family Consultant Training Model

Outreach Project
Grant No. H024D60031 (1996–99)
Fiscal Agency: Western Oregon State College

Carol Bunse, Principal Investigator
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361-1314
(503) 838-8774
Fax: 503-838-8150

Purpose: To increase the capacity for state and local service agencies to deliver improved services for children with disabilities, birth through 6 yearsof age, and their families.

Target: Direct service providers and administrators from special education, early intervention, child development, and related services; health personnel; paraprofessionals; and others who provide services.

Approach: The project is designed to address three key issues: (a) the shortage of appropriately trained personnel, particularly in rural areas; (b) the lack of training opportunities for new roles in early intervention; and (c) the need to identify high-quality models to interface with state competency and certification standards and to improve statewide service systems. To address the personnel shortages issue, FCT staff will provide training and individualized long-term technical assistance to reduce teacher burnout. Additionally, a training of trainers component will be employed to assist participants by creating a support and information network. Local trainers will act as mentors to the individuals they train, and project staff will assist the local trainers to build their own mentoring and support network. The lack of training opportunites will be addressed by training service providers who curently are or will be providing early intervention services in family-driven services. Particular emphasis will be given to training minority staff who are underrepresented in this field. The project also will play a key role in facilitating a cooperative effort among education and other key agencies in providing needed inservice training and technical assistance to enable early intervention and early childhood special education staff to develop and demonstrate established competencies.

Outcomes: The FCT project is designed to equip early intervention and early childhood special education providers with best-practice skills. Model dissemination and replication through the development and support of locally based trainers and mentors will improve the quality of services in Oregon and other states interested in applying the approach.

Infant Child Monitoring Questionnaires Training Outreach

Outreach Project
Grant No. H024D50015 (1995–98)
Fiscal Agency: University of Oregon, Center on Human Development

Jane Squires, Project Director
Lawanda Potter, Project Coordinator
Center on Human Development
University of Oregon
901 East 18th Avenue, 1st Floor
Eugene, OR 97403-5253
(541) 346-2634
Fax: 541-346-5639
E-mail: jane_squires@ccmail.uoregon.ed

Purpose: To assist state, local agencies, and tribal service agency personnel to include the Infant/Child Monitoring Questionnaires (ICMQs) as part of comprehensive and coordinated screening and tracking programs that target underserved populations.

Target: Personnel in designated states — Alaska, Arizona, and Nevada during the first project year — involved with screening and tracking children, birth to 4 years of age. Special efforts will be made to include culturally diverse personnel who serve typically underserved populations in the region.

Approach: ICMQs provide an effective means of screening large numbers of infants for a relatively low cost by using the expertise of parents to answer simple questions about their child's development. During each of the 3 project years, three states with large underserved tribal and inner-city populations will be targeted. Specific training needs in these states will be identified and 4 to 6 days of initial training will be provided to 30 to 40 interagency, multidisciplinary representatives in each state. Training modules include best practices in screening and assessment of young children; background and research on ICMQs; use of ICMQs; and evaluation of screening and tracking efforts. The project will provide 10 to 15 of the trainees with additional materials so that they in turn can train program staff within their region. Four days of follow-up training will be provided to each site.

Outcomes: The project anticipates training a minimum of 300 trainees during project year 1, many of whom in turn will provide approximately 10 replication trainings. During the 3 project years, an estimated 15,000 children will benefit indirectly from project activities, resulting in the referral of eligible children to intervention services and the linking of children and families to other community-based services. Program personnel and families will benefit through increased knowledge of child development as a result of administering and completing ICQMs.

Making the Right to Communicate a Reality for Young Children With Multiple Disabilities: An Early Childhood Outreach Project

Outreach Project
Grant No. H024D50080 (1995–98)
Fiscal Agency: Washington State University

Charity Rowland, Principal Investigator
Philip Schweigert, Research Supervisor
Washington State University Portland Projects
1818 Southeast Division Street
Portland, OR 97202
(503) 232-9154
Fax: 503-232-6423
E-mail: rowlandc@ohsu.edu
and schweige@ohsu.edu

Purpose: To disseminate strategies and materials that address the communication needs of children with multiple disabilities who cannot use manual signs, speech, or high-technology communication devices.

Target: Early childhood professionals and familiy members who are involved with young children, ages birth to 8 years, who are nonverbal and who have severe and multiple disabilities.

Approach: Two communication approaches will be disseminated. The Tangible Symbols (TS) approach is used with children, ages 3 to 8 years, who are not able to understand abstract symbols, usually because of intellectual limitations or because vision impairments prevent the use of 2-dimensional symbols. The second aproach is an instructional sequence called the Early Communication Process Using Microtechnology (ECP) and is useful with children from birth to 8 years who, because of severe multiple disabilities including orthopedic impairments, may not be able to discern any relationship between their own and others' behavior. ECP is designed to bridge the gap between the establishment of contingency awareness and the use of symbolic communication systemsby using micro-switch technology as a mean s of promoting intentional communication. The project will provide three levels of training at sites throughout the country. Level I training, a 3-day workshop, will be conducted at three sites in each of years 1 and 2. Level II training, which will be offered to 15 applicants from each of the Level I workshops, is intensive individualized follow-up through which project staff analyze monthly videotapes of a trainee's work with a child from the target population. Level III training will prepare regional experts in these approaches.

Outcomes: Up to 600 people will receive Level I training, up to 90 will receive Level II training, and up to 90 participants will be trained as regional experts to help other staff and families encourage communication in nonverbal children with severe disabilities.

The TRAC Outreach Project

Outreach Project
Grant No. H024D60029 (1996-99)
Fiscal Agency: Western Oregon State College

Tom Udell, Project Director
Gary Glasenapp, Project Coordinator
Teaching Research Division
Western Oregon State College
245 North Monmouth Drive
Monmouth, OR 97361-1314
(503) 838-8785 (Udell)
838-8771 (Glasenapp)
Fax: 503-838-8150

Purpose: To provide services to community child care and preschool providers to enhance their skills in serving children ages 3 through 6 years with disabilities.

Target: Administrators, teachers, and assistant teachers from community programs including Head Start.

Approach: The TRAC project will improve the quality and availability of services to children with disabilities and their families within preschools and child care centers. Through participation in the project, local community programs can enhance their ability to serve young children in the most natural or least restrictive environments. The project specifically will address (a) adequate preparation of early childhood education providers, (b) lack of quality early childhood programs, (c) access to training and staff development opportunities, and (d) availability of appropriately trained early childhood special education support personnel. The project will address each of these issues, respectively, by (a) providing training and technical assistance to early childhood teachers, assistant teachers, and administrators in identified areas of need; (b) training early childhood education staff on such topics as developmentally appropriate curriculum, adult-child interactions, and environmental arrangement; (c) using distance education technology in the project as well as a train-the-trainers component; and (d) providing inservice training to early childhood special education support personnel. Individualized follow-up technical assistance and support will be provided to participants at first and second generation sites. Additionally, training efforts are designed to impact children from minority backgrounds and children with limited English proficiency.

Outcomes: The combined efforts of the project site and the second generation trainers at other sites will result in increased availability and improved quality of services to preschool children with disabilities and their families nationwide.

Teaching Research Integrated Preschool (TRIP) Model

Outreach Project
Grant No. H024D40035 (1994–97)
Fiscal Agency: Western Oregon State College, Teaching Research Division

Joyce Peters, Project Director
Gary Galsenapp, Project Coordinator
Teaching Research Division
Western Oregon State College
345 North Monmouth Avenue
Monmouth, OR 97361
(503) 838-8812
Fax: 503-838-8150

Purpose: To increase the capacity of educational agencies to deliver improved early intervention and early childhood special education services to children and families in inclusive, community-based settings.

Target: Early intervention and early childhood special education supervisors and practitioners, including family intervention specialists, preschool and day care staff, paraprofessionals, and related service personnel, from regular and special education early childhood programs, serving children, ages birth to 6 years, with or at risk for developing disabilities, and their families.

Approach: The TRIP model is comprised of nine components: inclusion, family involvement, regular data collection and analysis, activity-based instruction, individualized instruction, functional assessment, developmentally appropriate practices, team functioning, and transition planning. The project is based on four key objectives: dissemination of project information and materials; training of early childhood special education consulting teachers, paraprofessionals, and family interventionists; development of regional training centers; and evaluation of dissemination and replication activities. Training is competency-based and consists of 3-, 4-, and 5-day training packages that provide structured practicum experiences supplemented with small group seminars and follow-up/technical assistance visits to trainees. The project also undertakes train-the-trainers activities to broaden the dissemination and impact of the model.

Outcomes: The combined training efforts of the project site and the regional training centers during the 3 project years will impact up to 350 educators resulting in improved services for up to 2,500 young children and their families.

144

Preschool Inclusion Consortium: Training for Community-Based Preschool, Child Care, and Early Intervention Personnel

Outreach Project
Grant No. H024D40010 (1994–98)
Fiscal Agency: Temple University

Philippa Campbell, Project Director
Allegheny Unviersity of Health Sciences
Medical Office Building
Rowland Hall, Suite 403
4190 City Avenue
Philadelphia, PA 19131-1696
(215) 871-2710
Fax: 215-871-2715
E-mail: pip@vn.temple.edu

Purpose: To promote the inclusion in early childhood settings of children, ages birth through 5 years, with disabilities or at risk for developing disabilities, who live in a large metropolitan area characterized by racial, ethnic, linguistic, and socioeconomic diversity..

Target: The project targets community child care settings such as family day care, center-based day care, and Head Start programs, as found within distinct geographical and ethnic neighborhood communities.

Approach: The project model will include four components: (a) short-term, on-site topical workshops; (b) intensive training institutes for early childhood personnel; (c) intensive training institutes to train trainers; and (d) activities initiated by request for consultation and follow-up. This model — adapted from training models developed through two previous demonstration projects — will be validated for use with families and children from culturally, racially, and linguistically diverse communities through implemention in two urban communities. Activities during the first project year will target personnel employed in licensed child care centers and family child care homes and in Head Start programs. Participants in the intensive training institutes will provide data about the relevance, usefulness, and cultural appropriateness of the project training and materials. These data, com-bined with outside expert review, will be used to revise and modify the model, curricula, and materials. During its second and third years, the project will seek to expand the application of the model to other communities and states.

Outcomes: The project will positively impact the numbers of children with disabilities who will be successfully and fully included in early childhood settings. Through the project, validated training materials will be available for use by community early childhood personnel to facilitate the inclusion of children who are members of culturally, racially, or linguistically diverse groups.

A Family-Centered Approach to Integrated Intervention Serving Infants, Toddlers, and Preschool-Age Children Who Are Deaf or Hard of Hearing

Outreach Project
Grant No. H024D60025 (1996-99)
Fiscal Agency: Utah State University

Don Barringer, Project Director
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
TDD: (801) 752-0317
Fax: 801-755-0317

Purpose: To improve services for children with hearing loss and their families.

Target: Personnel from programs who serve or are expected to serve infants, toddlers, and preschoolers who are deaf or hard of hearing and their families.

Approach: The project will address (a) the effect of hearing loss on very young children and their families and (b) the need for effective early intervention programming to address the effects of hearing loss and for the effective transfer of a proven program to state and local agencies and service providers. The project will address the first issue by promoting identification of hearing loss soon after birth and effective follow-up, and by offering innovative, individualized programming, resources, and training using the SKI-HI model and deaf mentor approaches (deaf adult mentors will assist children and families to understand and appreciate deafness, and serve as a role model for young deaf children). These two approaches complement one another in assisting families to understand deafness and to promote their children's optimal early development, as well as providing psycho-emotional support for families. The project will address the second issue, state and local agencies' need for prompt, effective early intervention, by using its outreach process to transfer the integrated intervention model. Project staff will learn about each site, and collaborate with state and local personnel to design an individualized plan. Resource materials and follow-up also will be provided.

Outcomes: The impact of this project will be seen in (a) the number of early interventionists who will receive training and assistance, (b) the number of families who will receive the services through these professionals and their agencies, and (c) families' increased understanding and knowledge which they will be able to use to enhance their children's development.

Project AHEAD Outreach (At Home & At Day Care)

Outreach Project
Grant No. H024D60024 (1996–99)
Fiscal Agency: Utah State University

Don Barringer, Project Director
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

Purpose: To enhance services delivered to children, ages birth through 5 years, with disabilities and their families in natural settings, both at home and in child care.

Target: Candidates to become certified AHEAD trainers.

Approach: The project's train-the trainer model will address several issues related to serving young children. The first of these, the effect of disabilities on the child and family, will be addressed by offering training in (a) building collaborative partnerships with early intervention providers and the family, (b) promoting early identification and intervention, (c) offering home-based intervention strategies, (d) providing multicultural programming, (e) offering psycho-emotional support for the child and family, and (f) delivering services within a variety of natural environments. A second major issue — the need to train early intervention personnel to deliver effective services to family and child care providers in natural settings — will be addressed by offering early intervention personnel training in serving young children; working with and supporting families and child care personnel; and offering cost-effective intervention by serving children early, some of whom would develop age-level functioning. The project will address a third problem area — the need for specialized training of child care providers so that they can serve children with special needs — by (a) improving the knowledge and skills of child care providers to care for and promote the development of young children with disabilities in the child care setting; (b) supporting the inclusion of these children in child care settings; and (c) enhancing collaboration between child care providers and early interventionists.

Outcomes: Project AHEAD training and resources will enhance the skills and knowledge of early intervention providers, improve the quality of services afforded by child care providers, and ultimately improve the outcomes for children with disabilities and their families.

Outreach Services to Simulate Services for Infants, Toddlers, and Preschool-Age Children With Sensory Impairments and Additional Disabilities and Their Families

Outreach Project
Grant No. H024D50060 (1995–98)
Fiscal Agency: Utah State University

Don Barringer, Project Director
Dorothy Johnson, Coordinator
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

Purpose: To assist targeted states — Alaska, Iowa, New York, and Virginia — in building their local capacity to implement the INSITE Model, or components of the Model, to alleviate the deleterious impact of sensory and other disabilities in a developing child.

Target: Families of children, from birth to 5 years, with multidisability sensory impairments, including children who are deaf-blind, visually or hearing im-paired with other diasbilities, or with any combination of sensory impairment and other disabling conditions; and direct service providers, parent advisors, early intervention and preschool education specialists, and related services personnel who serve these children.

Approach: The project will work with four targeted states to plan and implement INSITE programming and to establish the support systems to ensure that the program continues. This will be accomplished through seven major activities: (a) capacity building, site development, and assistance in implementing the program; (b) coordination with the state Part H lead agency and with the state education agency for preschool special education; (c) awareness and dissemination, including disseminating research findings, best practice information, and start-up materials; (d) pro-duct development and dissemination; (e) training, including basic training, continuation training, and training of certified local trainers to establish statewide trainer systems; (f) follow-up activities and technical assistance; and (g) evaluation of the outreach process and of child and family progress.

Outcomes: The project will newly serve approximately 140 infants, toddlers, and preschoolers who have sensory impairments and additional disabilities and their families each year. At least 100 professionals in four states will receive training in the INSITE Model, and an additional 1,500 families and 700 professionals in ongoing INSITE programs will receive continued assistance during the 3 project years.

Project VIISA Outreach

Outreach Project
Grant No. H024D40032 (1994–97)
Fiscal Agency: Utah State University

Elizabeth Morgan, Project Director
SKI-HI Institute
Utah State University
809 North 800 East
Logan, UT 84322-1900
(801) 752-4601
Fax: 801-755-0317

Purpose: To assist states in developing and implementing the VIISA Model for early intervention and early childhood personnel working with children, ages birth through 5 years, who are blind and visually impaired, and their families, in a variety of settings.

Target: The training provided is applicable for use with children, ages birth through 5 years, who are blind and visually impaired, and who are served in a variety of early intervention and preschool center-based programs. These programs may vary in geographic location and may serve families from a variety of ethnic, linguistic, and racial backgrounds.

Approach: The project works through the combined efforts of the early intervention, early childhood, and CSPD coordinators as well as preschool vision services in the state in selecting a group of local professionals to be trained as instructors for the courses. This local trainer system enables the state to provide this type of training on an ongoing basis to early intervention and early childhood personnel who have little or no background in working with young children who are blind and visually impaired. The project staff will provide additional consultation and training as needed to these local trainers as well as technical assistance to the state in its implementation of the model. The model provides two courses, the first emphasizing birth to age 3 years and the second ages 3 to 5 years. Each course consists of a combination of on-site classes and home study. Participants become acquainted with the special learning needs of this population as well as the concerns of their families. They are familiarized with a variety of teaching strategies, curricula, assessment tools and procedures, learning materials, and the support staff needed to appropriately serve young children with blindness and visual impairments. A team approach is emphasized.

Outcomes: The project will provide technical assistance and training to 12 states in developing ongoing inservice training to professionals working with young children with blindness and visual impairment. Ap-proximately 300 people will be trained and 24 people will be trained as VIISA instructors.

National Replication Model for ECSE Program Development

Outreach Project
Grant No. H024D40030 (1994–97)
Fiscal Agency: University Affiliated Program of Vermont

Wayne L. Fox, Project Director
Susan Alnassrawi, Project Coordinator
The University Affiliated Program of Vermont
University of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031
Fax: 802-656-1357
E-mail: wfox@zoo.uvm.edu
and salnasra@zoo.uvm.edu
WWW: http://www.uvm.edu/~uapvt/earlyed/

Purpose: To enable early childhood special education (ECSE) programs to establish new or improve existing services for young children, 3 through 5 years of age, with disabilities, and their families, in ways which promote family, multi-agency, and community involvement. .

Target: This model is designed to increase the quality of services for young children ages 3 through 5 years, with disabilities, and their families. The process is culturally, linguistically, and ethnically sensitive in addressing the unique needs of communities.

Approach: The project will conduct a leadership training institute focusing on the project's Model for ECSE Program Development and on best practices in the delivery of ECSE services; will provide on-site technical assistance that is consistent with a comprehensive state plan of action developed by a planning team from each participating state; and will disseminate, implement, and evaluate best practice modules. The state planning team — comprised of representatives of the state's early childhood community, including Head Start, early childhood, ECSE, child care, parent organizations, higher education, the state interagency coordinating council, and service providers — will develop a 3-year comprehensive plan for disseminating, implementing, and evaluating best practices in the delivery of ECSE services. The project will provide on-site and long-distance technical assistance as the state leadership team determines its needs.

Outcomes: During the first project year, five states — Arizona, Maine, Massachusetts, New Hampshire, and Vermont — will replicate the Model for Program Development. It is anticipated that the project will have a significant impact upon four major constituency groups in each participating state: young children with disabilities and their families, service providers, individuals in higher education, and state 619 Program coordinators.

National TEEM Outreach: A Process for Systematic Transition Planning and Collaborative Decision Making for Young Children Entering Kindergarten and Other General Education Settings

Outreach Project
Grant No. H024D50057 (1995–98)
Fiscal Agency: University Affiliated Program of Vermont

Wayne Fox, Project Director
Jane Ross-Allen, Project Coordinator
University Affiliated Program of Vermont
499-C Waterman Building
Burlington, VT 05405-0160
(802) 656-4031
Fax: 802-656-1357
E-mail: wfox@zoo.uvm.edu
and jrossall@zoo.uvm.edu
WWW: http://www.uvm.edu/~uapvt/earlyed/teem

Purpose: To disseminate and replicate the Transition into the Elementary Education Mainstream (TEEM) Model to enable school systems to establish and implement transition planning which meets the multicultural needs of preschool-age children with disabilities and their families moving from early childhood special education (ECSE) services into kindergarten and other public school settings and to address systemic changes to support ongoing implementation.

Target: ECSE program staff, other community early childhood staff, physical and occupational therapists, speech-language pathologists, school nurses, regular and special educators, and school administrators serving preschool- and kindergarten-age children with disabilities and their families.

Approach: The project model specifies a planning and decision-making process by which schools develop their own transition process. With the support of the state education agency (SEA), a transition task force will be established consisting of representatives of early childhood stakeholders. Each task force will conduct a transition insitute for planning teams representing 30 to 40 public schools. Each planning team will leave the institute with a draft transition process and a plan for its implementation, evaluation, and adoption. Project staff will provide technical assistance to each task force as it helps participating sites develop their transition process. Project staff, with the SEA and task force, will identify resources for continuing the project and adding model sites.

Outcomes: By ensuring that placement options are addressed within local schools, project activities will effectively reduce the need for placing children in self-contained classrooms or in out-of-district segregated special education programs.

Caring for Infants and Toddlers With Disabilities (C-FIT) : New Roles for Physicians

Outreach Project
Grant No. H024D40044 (1994–97)
Fiscal Agency: Child Development Resources, Inc.

Corinne Garland and Barbara Kniest,
Project Co-Directors
Andrea Quigley, Project Coordinator
Child Development Resources, Inc. (CDR)
150 Point O'Woods Road
P.O. Box 280
Norge, VA 23127-0280
(804) 566-8980
Fax: 804-566-8977
E-mail: ncbj08@prodigy.com

Purpose: To increase physician participation in the early intervention system through replication of a proven model of inservice training which provides pediatricians and family physicians with the information and skills they need in order to fully participate in community-based early intervention teams.

Target: State agencies, ICCs, CSPD personnel, health departments, state academy chapter leaders, and parent groups.

Approach: The C-FIT model was developed by CDR in collaboration with the Virginia Academies of Pediatrics and Family Physicians (APFP) and the University of Virginia School of Medicine in response to training needs identified through a survey of physicians and families. The C-FIT model includes three replicable components: state planning, introductory seminars, and independent study and technical support. The state planning component involves the development of state leadership groups — composed of Part H personnel, physicians representing state APFP chapters, and other key personnel — to replicate the C-FIT model. Leadership groups will work with project staff to plan the replication process in their state. The introductory seminar provides physicians with the concepts of a community-based, interdisciplinary, interagency early intervention approach; of family-centered services; and of the independent study process. The independent study curriculum addresses child find, assessment, IFSP, and transition, and includes a manual and four project-developed audio tapes. CMEs are available.

Outcome: The project expects to work with six to nine states during the 3 project years, reaching more than 1,800 physicians during the first year alone. Outcomes will include increased knowledge and skills regarding early intervention services for children with disabilities and a system of training for physicians that will continue after the project period.

Multicultural Early Childhood Team Training (MECTT): Outreach

Outreach Project
Grant No. H024D60012 (1996-99)
Fiscal Agency: Parent Education Advocacy Center

Nona Flynn and Eva Thorp, Project Co-Directors
Parent Education Advocacy Center
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691-7826
Fax: 703-691-8148
E-mail: peatcinc@aol.com
WWW: http://gse.gmu.edu

Purpose: To infuse cultural competence in early childhood programs by disseminating and replicating a proven inservice training model.

Target: Culturally diverse parents and professionals, all personnel working in early childhood programs in Empowerment Zones and Enterprise Communities, and interagency coordinating councils.

Approach: Parent/professional partnerships are modeled throughout all project activities, including its sponsorship by the George Mason University and the Parent Educational Advocacy Training Center. Project objectives are (a) to prepare culturally and linguistically diverse parent/professional teams to provide leadership and training for local and state early childhood programs; (b) to develop a guide to assist parent/professional training teams in adapting the MECTT training materials for use with a broad range of programs and audiences; and (c) to provide technical assistance to adoption sites in developing and implementing state and community action plans. Training focuses on problem solving and decision making in order to enhance the probability that real and lasting change will occur. Project materials are applicable for use with culturally, ethnically, and linguistically diverse communities.

Outcomes: Parent/professional teams will be trained to work as family specialists with an emphasis on increasing cultural sensitivity and reaching out to families of diverse cultures. Project-developed materials and a comprehensive collection of multicultural resources and training materials will encourage new approaches and options for multicultural training. Evaluation data will be available, including an analysis of the advantages and disadvantages of training teams from different types of early childhood programs together or separately.

Special Care Outreach

Outreach Project
Grant No. H024D60016 (1996-99)
Fiscal Agency: Child Development Resources

Corrine Garland and Sheri Osborne,
Project Co-Directors
Child Development Resources
150 Point O'Woods Road
P.O. Box 280
Norge, VA 23127-0280
(757) 566-3300
Fax: 757-566-8977
E-mail: specialcare@gc.net

Purpose: To expand child care and inclusive placement options for children with disabilities from birth through age 5 and for their families, through replication of a proven model of training for home- and center-based child care providers.

Target: Children with disabilities from birth through age 5 and their families.

Approach: The project addresses the need for child care both as a family support service and as an option for natural and inclusive placements within the context of the IFSP or IEP. The Special Care Model offers a 6-unit, 8-hour curriculum that increases caregivers' knowledge and level of comfort in caring for children with disabilities. The model promotes collaboration at the community level between caregivers and the early intervention/early childhood special education system and builds linkages between families and trained caregivers. The project will work with local interagency coordinating councils in each state and will give priority to communities that are Empowerment Zones or Enterprise Communities. Project activities will be coordinated with state agencies or organizations responsible for early intervention and early childhood services. Families and caregivers will be involved in project activities. At each replication site, replication trainers will participate in project training so that they will be familiar with the content and process of training. They will then conduct training in their communities, with support from the training manual and technical assistance from the project.

Outcomes: Project materials will be disseminated nationally, targeting agencies with responsibility for training child care providers. A number of states will gain experience in replication of the model. Communities in those states will use the model to build linkages among early intervention, early childhood special education, caregivers, and families. Child care providers will increase their knowledge and level of comfort in caring for children with disabilities. Families will have increased options for inclusive child care.

Trans/Team Outreach: An In-Service Model Replication Project

Outreach Project
Grant No. H024D50030 (1995–98)
Fiscal Agency: Child Development Resources

Corinne Garland, Executive Director
Adrienne Frank, Project Coordinator
Child Development Resources
150 Point O'Woods Road
P.O. Box 280
Norge, VA 23127-0280
(804) 566-3300
Fax: 804-566-8977
E-mail: specialcare@gc.net

Purpose: To replicate a 5-step model of inservice training which is designed to help early intervention teams provide more family-centered, transdisciplinary service delivery.

Target: Early intervention teams in five states — New Hampshire, New Jersey, Pennsylvania, Texas, and Virginia — serving children, ages birth to 3 years, with disabilities and their families. Teams will be based in both rural and urban settings and will serve children and families from culturally and racially diverse groups. Teams will include family representatives and personnel from a variety of disciplines.

Approach: The Trans/Team model of inservice training consists of five steps: (a) an individualized needs assessment to determine team training needs in family-centered services; (b) on-site training and technical assistance for knowledge and skill development; (c) team development of action plans for change immediately after training; (d) follow-up technical support for implementing the action plans; and (e) site participation in evaluating the training as well as evaluating the inservice model. Trans/Team curriculum materials emphasize nine content areas: transdisciplinary approach to service delivery, family-centered service systems, a team approach to assessment, family-centered IFSP process, IFSP implementation and service coordination, interagency collaboration, building successful early intervention teams, serving children in natural settings, and serving children and families in culturally competent contexts.

Outcomes: The project will replicate the Trans/Team model and improve service delivery practices in 15 to 21 early intervention teams in five states. The skills of approximately 300 personnel from disciplines including teaching, occupational and physical therapies, social work, psychology, and health care will be increased. During the 3 project years, at least 1,500 children will be served by teams replicating the model. Project dissemination activities will make products available nationally.

Generative Empowerment of Early Educators to Engage in Continuous Program Renewal for Young Children With Disabilities: A Technology Supported Approach

Outreach Project
Grant No. H024D50039 (1995–98)
Fiscal Agency: University of Washington

Joseph Stowitschek and Ilene Schwartz, Project Co-Directors
Experimental Education Unit
University of Washington, EEU WJ-10
Seattle, WA 98112
(206) 543-4011
Fax: 206-543-8480
E-mail: stowi@u.washington.edu

Purpose: To empower early educators to conduct outreach within their own programs and across their organizations in order to build capacity for continuous self-renewal and best practice assimilation.

Target: Public and private programs serving young children, ages 3 through 5 years, with low-incidence disabilities and assistive technology needs.

Approach: Elements of total quality education (TQE), rotational peer coaching, mentoring and reflective process support strategies, and interactive telecommunications will be appplied to generate capacity to target, assimilate, and adapt best practices in early childhood education; to infuse social and interpersonal skill instruction, such as self-determination, into the ongoing curriculum; to enhance in-class language instruction; and to increase access to and utilization of assistive technology to elevate levels of inclusion of preschoolers with low-incidence disabilities. In each project year, an ongoing program of self-enhancement will be initiated with five outreach sites (in year 1, the states of California, Nevada, Oregon, and Washington). Preschool teams and project staff will forge clear visions for their programs, analyze strengths and needs, and plan program adjustments relative to the adoption of best practices, with particular emphasis on including children with low-incidence disabilities. During year 2, these teams will assist in sustaining and institutionalizing the self-analysis process and will be involved in initiating outreach activities in additional classrooms and sites.

Outcomes: Young children with low-incidence disabilities and their families will benefit from the adoption and adaptation by early childhood programs of best practices tailored specifically to their needs; from increased program capacity to accommodate children with low-incidence disabilities; and from the empowerment of educators to initiate, sustain, and extend these practices.

Mediated Learning Outreach Training: Promoting Developmentally Appropriate Practices in Inclusive Settings

Outreach Project
Grant No. H024D60008 (1996–99)
Fiscal Agengy: University of Washington

Kevin Cole and Angela Notari-Syverson, Co-Principal Investigators
Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206) 285-9317
Fax: 206-285-1523
E-mail: kcole@u.washington.edu
and anotari@halcyon.com
WWW: http://www.mediatedlearning.org

Purpose: To disseminate a validated intervention model of mediated learning specifically designed to facilitate the development of young children with disabilities in integrated and inclusive settings.

Target: Young children, ages 3 to 6 years, with disabilities in inclusive settings.

Approach: The model is based on the theories of Feuerstein and Vygotsky that emphasize the importance of the adult's role in mediating children's understanding of their environment. The model promotes developmentally appropriate practices including child initiation of activities and scaffolding of support to match the child's developmental level. Materials include daily activity ideas and guidelines for the following: (a) levels of challenge that enable children at different developmental levels to participate in activities together, (b) assessment, (c) using the curriculum separately or in conjunction with existing practices, and (d) embedding intervention activities in classroom routines. Support components include identification and maximization of "teachable moments," methods of facilitating peer interaction, aspects of cultural sensitivity, embedding intervention into classroom activities, developing IEPs and IFSPs, and interdisciplinary collaboration. Implementation components include program monitoring by project staff, peer coaching training, and facilitation of communication across sites. Replication components include training on-site trainers, refinement of print and video materials, and development of public awareness activities. The project will assist sites in developing an action plan for model implementation.

Outcomes: Staff in a variety of programs for young children will increase their ability to facilitate development through mediated learning. Opportunities for appropriate and effective inclusion of children with disabilities will increase through staff training and public awareness.

159

Pathways: Service Coordination Outreach Project

Outreach Project
Grant No. H024D50078 (1995–98)
Fiscal Agency: University of Wisconsin, Waisman Center on Mental Retardation and Human Development

George Jesien, Project Director
Peg Rosin, Project Coordinator
Waisman Center
University of Wisconsin
1500 Highland Avenue, Room 619
Madison, WI 53705
(608) 263-2063
Fax: 608-263-0529
E-mail: jesien@waisman.wisc.edu
and rosin@waisman.wisc.edu
WWW: http://www.waisman.wisc.edu/earlyint/pathways

Purpose: To assist six states — including Minnesota, Mississippi, New Jersey, and Wisconsin — in meeting their need for qualified and appropriately trained personnel to provide service coordination for infants and toddlers with disabilities and their families.

Target: The project targets three levels of participants: (a) individuals, including parents of children, ages birth to 3 years, with disabilities and early childhood students and service providers; (b) service programs; and (c) the state's early intervention system, including state agency representatives, Parent Training and Information Center staff, Interagency Coordinating Council members, faculty from institutes of higher education, and members of the state Comprehensive System of Personnel Development.

Approach: The project will adapt and disseminate a training and technical assistance model that is consumer driven, context specific, and guided by collaborative efforts among parents and professionals. Parent-professional partnerships will be modeled in all project activities and trainings will be participant centered. Key stakeholders within the state will be gathered to develop, implement, and evaluate a state training and technical assistance plan (STTAP). The plan can include choices from an array of training options that will meet participants' needs. The content and activities of the service coordination modules will be tailored to meet each state's STTAP. Materials will be adapted, developed, and disseminated for use beyond the project trainings, including an Internet site on service coordination.

Outcomes: More than 2,400 participants from six states will gain knowledge and skills in family-centered service coordination. The STTAP effort will assist in developing policy and statewide system impact for full implementation of the state's early intervention program.

Portage Project Model

Outreach Project
Grant No. H024D60050 (1996–99)
Fiscal Agency: CESA #5

Julia Herwig, Project Director
Karen Wollenberg, Project Coordinator
CESA#5
626 East Slifer
Portage, WI 53901
(608) 742-8811
Fax: 608-742-2384

Purpose: To assist states, agencies, and local programs to develop, implement and maintain high-quality services for unserved and underserved children with disabilities and their families across a variety of settings and program options.

Target: Children with disabilities, ages birth to 3 years, who are unserved or underserved in a variety of environments.

Approach: The project will assist state educational agencies and designated early intervention lead agencies in planning, developing, and implementing their comprehensive service plan for young children with disabilities and their families. Outreach activities will affect personnel through intensive training, workshops, reflective professional guidance, and mentoring activities, and will help states meet their personnel preparation objectives. Early interventionists to be trained include educators, child care staff, related services staff, and health care providers. Regional training sites, development of facilitators and trainers, and distance learning options will increase access to training. The project will focus on programs that historically have had difficulty securing resources to serve children and families with special needs.

Outcomes: The skills and resources of personnel will be expanded and improved through training provided by the project, working with families in least restrictive environments, supporting the provider's ability to involve parents as partners and decision makers, and increasing the competence of teachers to integrate children with disabilities in natural environments. The cadre of professionals qualified to provide mentoring support and training in the Portage Family-Centered Intervention Model will be expanded. Children and families will receive services that have been enhanced by training and support from the Portage Outreach Project. Project materials will further the implementation of best practices of working with children and families and assist in the training of early interventionists. Access to training will be increased. States will increase their abilities to develop service systems providing high-quality services.

Early Childhood Research Institute for Culturally and Linguistically Appropriate Services (CLAS)

Research Institute
Grant No. H024S60006 (1996–01)
Fiscal Agency: University of Illinois Urbana-Champaign

Susan Fowler and Lilian Katz,
Co-Principal Investigators
Children's Research Institute
University of Illinois
51 Gerty Drive
Champaign, IL 61820-7469
(217)333-4123
Fax: 217-244-7732
E-mail: s-fowler@uivc.edu

Purpose: To identify, evaluate and promote early intervention practices that are effective, appropriate and sensitive to children, ages birth to 5 years with disabilities, and families who diverge culturally or linguistically from the majority population.

Approach: The institute will conduct a rigorous review of materials, considering issues of effectiveness and of social and cultural acceptability to culturally and linguistically diverse populations. The project will pursue the cross-cultural applicability of significant practices identified in the intervention literature through field testing and research. Each effort will be pursued across three phases: (a) screening; (b) evaluation by field review teams comprised of individuals representing a variety of cultural perspectives and early intervention roles; and (c) rigorous study of materials and practices from the service recipients' perspectives. Practices will be reviewed according to criteria that are research based or value based, family centered, multicultural, cross-disciplinary, developmentally and chronologically age appropriate, and consistent with the premises of normalization. Selected materials will be evaluated and validated across cultural groups. New materials and practices will be developed and tested to fill gaps, and materials will be disseminated to relevant stakeholders.

Outcomes: The institute will produce a resource bank and catalogue of validated culturally and linguistically appropriate materials and documented intervention strategies. Effective early intervention practices and materials will be available and accessible to practitioners and families representing culturally and linguistically diverse populations. As a result of institute activities, systems of early intervention providers will be better able to respond with appropriate and effective services for children and families who diverge from the mainstream.

Early Childhood Research Institute on Measuring Growth and Development

Research Institute
Grant No. H024S60010 (1996–01)
Fiscal Agency: University of Minnesota

Scott McConnell, Co-Principal Investigator
Mary McEvoy, Judith Carta, Charlie Greenwood, Ruth Kaminsky, and Roland Good, Co-Principal Investigators *(see directory portion of this resource for additional addresses)*
Institute on Community Integration
102 Pattee Hall
University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612)624-6300
Fax: 612-625-6619
E-mail: smcconne@maroon.tc.umn.edu
WWW: http://www.ici.coled.umn.edu:8001/ecri

Purpose: To produce a comprehensive, individualized measurement system for children with disabilities from birth to 8 years and their families.

Activities: The system will include two major elements: (a) growth and development measures for monitoring the progress of individual young children and their families on a continuous basis; and (b) intervention-referenced assessments allowing families and early childhood and elementary-grade educators to identify features of classroom and home settings they can change to optimize children's developmental outcomes. Criteria have been developed for the development, selection, and evaluation of these two sets of measures. Two core features are: (a) reliance on authentic, functional assessment; and (b)sensitivity to cultural, linguistic, or disability-specific characteristics. For each outcome identified, growth indicators will be developed and studied. Information from three types of intervention-reference assessments (measurement of critical program practices, curriculum play-based assessment, and observational procedures) will be linked to data derived from the growth and development indicators. Field studies will examine the fidelity and cost of implementation of the measures, and the levels of satisfaction by the individuals who use them. The institute efforts will increase the level of accountability from early childhood practitioners and administrators, and national constituencies will be better able to gauge how well early childhood practitioners are achieving programmatic objectives and whether services and child outcomes are being optimized. The systems which evaluate interactions in the child's environment should assist early childhood educators to create and revise interventions to impact children's developmental progress.

Early Childhood Research Institute on Inclusion (ECRII)

Research Institute
Grant No. H024K60001 (1994–99)
(formerly Grant No. H024K40004)
Fiscal Agency: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Center

Samuel Odom, Institute Director *(see directory portion of this resource for additional institute personnel and addresses)*
School of Education
University of North Carolina at Chapel Hill
CB #3500
Chapel Hill, NC 27599-3500
(919) 962-5579
Fax: 919-962-1533
E-mail: samodom@email.unc.edu

Purpose: To conduct a 5-year program of research that identifies barriers to the inclusion of preschool-age children with disabilities in child care, Head Start, public school, and community settings, designs strategies for overcoming such barriers, and that examines the effects of such strategies.

Activities: ECRII is a consortium of investigators at the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill, San Francisco State University, University of Maryland, University of Washington, and Vanderbilt University. Practitioners, related services personnel, families, administrators, and policymakers will play key roles in defining inclusion, developing inclusion strategies, and evaluating outcomes. During its first 2 years, investigators conducted an ecological systems analysis of inclusion occurring in 16 programs around the country and identified factors affecting inclusion related to children/classrooms, adult relationships, social policy, and culture. This ecological systems study is serving as the foundation for subsequent intervention studies related to curriculum modifications, strategies for embedding learning opportunities in ongoing classroom routines, collaborative team building, and procedures for supporting children's social relationships with peers. Additional studies include an extended analysis of factors that families identify as important, identification of key social policy issues across states, and factors related to fiscal issues that affect inclusion. Dissemination activities will communicate results to program providers, administrators, policymakers, teacher trainers, and applied researchers.

Early Childhood Research Institute on Increasing Learning Opportunities for Children Through Families

Research Institute
Grant No. H024S60008 (1996-01)
Fiscal Agency: Orelena Hawks Puckett Institute

Carl Dunst, Principal Investigator
Orelena Hawks Puckett Institute
189 East Chestnut Street
Asheville, NC 28801
(704) 255-0470
Fax: 704-255-9035
and
Mary Beth Bruder, Principal Investigator
Child and Family Studies
Dowling North, MC-6222
263 Farmington Avenue
Farmington, CT 06030-6222
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1.uchc.edu

Purpose: To identify, develop, and evaluate strategies and approaches for increasing the number and intensity of home and community learning activities that parents, caregivers, and community members can use to promote and enhance the learning and development of children, ages birth to 5 years, who have or are at-risk for developing disabilities.

Activities: The institute will identify the home routines and community settings that can serve as contexts for learning and the instructional conditions that optimize learning opportunities. Family choice and cultural relevance will be central to the conduct of the research. The first series of studies will focus on the kinds of home routines and community settings families and children experience and will identify factors that impede or promote the use of home routines and community settings as learning contexts. The second series of studies will focus on the use of existing home routines and community settings, and will emphasize the use of different instructional methods and materials to increase the number and intensity of learning opportunities. The third series of studies will focus on the development of home routines and community activities, and will investigate the effects and benefits associated with consistency in activities. In all studies, the extent and way in which IFSP/IEP outcomes can be addressed in home routines and community settings will be examined. The outcomes of using home routines and community activities as learning opportunities will be examined in relation to child behavior and development, child mastery, child/family quality of life, and costs.

Early Childhood Research Institute — Service Patterns and Utilization: A Collaborative and Systems-Based Investigation

Research Institute
Grant No. H024T20002 (1992-95[95-97])
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Gloria Harbin and Thomas Kochanek, Institute Co-Directors
Carolina Policy Studies Program
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
300 NationsBank Plaza
137 East Franklin Street
Chapel Hill, NC 27514
(919) 962-7369
Fax: 919-962-7328
E-mail: harbin@email.unc.edu
WWW: http://www.unc.edu/depts/ecri

Purpose: To identify and examine forces that significantly influence service utilization in state programs for children, from birth through 5 years of age, who have or are at risk for disabilities, and their families; and to develop models to determine the cost of the services provided.

Activities: Participants in the study will include state policy makers, community program administrators, service providers, and families of children with or at risk for disabilities. A team of investigators will design a series of studies to answer seven focal questions. These questions focus on who is being served by early childhood programs established under the Individuals with Disabilities Education Act, what services are being provided and how, the costs of providing these services now and in the future, and variability in service provision and utilization across families and states. Within each of three selected states, three communities with differing resource availability and population density will be studied. One early intervention program and one preschool program site will be selected within each community, and sets of children, families, and service providers within each program will be selected for longitudinal case studies. Results of the studies are expected to yield critically important information — including methods to ascertain and forecast the cost of services — to better inform key decision makers at the community, state, and federal levels. Clinicians and families are expected to benefit from the objective data, and it is expected that development of self-study approaches within programs will be prompted by the findings and methodology of this study.

Early Childhood Follow-Through Research Institute

Research Institute
Grant No. H024Q50001 (1995–98[98–00])
Fiscal Agency: Allegheny-Singer Research Institute

Mark Wolery and Don Bailey, Co-Principal Investigators
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
105 Smith Level Road, CB # 8180
Chapel Hill, NC 27599
(919) 966-9720 (Wolery)
966-1703 (Bailey)
Fax: 919-966-7532
E-mail: wolery.fpg@mhs.unc.edu
bailey.fpg@mhs.unc.edu

Purpose: To develop, evaluate, and disseminate information and strategies to families, educators, change agents, and researchers involved in the early education of children in elementary schools to promote practices that characterize desirable early intervention services in children's early elementary education and thereby improve the education of children with disabilities.

Activities: The institute will promote the adoption of the following practices as characterizing desirable early intervention services: (a) using family-centered approaches and practices that acknowledge and respect the role of parents as decision makers and that employ family support; (b) planning and providing services to children that are individualized and consistent with the guidelines of developmentally appropriate practice; (c) promoting the inclusion of children with disabilities in programs that serve children with typical development and in community life; and (d) employing interdisciplinary perspectives and interagency collaboration in planning and delivering integrated and coordinated services for children and families. The institute will focus on identifying barriers to the adoption of early intervention practices in the early elementary grades and evaluating strategies to overcoming these barriers; on developing and validating measures of those practices in elementary schools; on synthesizing information across investigations and disseminating information and products; and evaluating mechanisms for disseminating information on the successful strategies to relevant audiences. Institute products will describe the these areas of focus.

National Early Childhood Technical Assistance System (NEC*TAS)

Technical Assistance Center
Cooperative Agreement No. H024A60001 (1996-99)
Fiscal Agency: Frank Porter Graham Child Development Center, University of North Carolina at Chapel Hill

Pascal Trohanis, Director
500 NationsBank Plaza
137 East Franklin Street
Chapel Hill, NC 27514
(919) 962-2001 (voice)
966-4041 (TDD)
Fax: 919-966-7463
or 962-7463
Internet: nectasta.nectas@mhs.unc.edu
World Wide Web: http://www.nectas.unc.edu

Purpose: To assist states and communities as they develop and implement multidisciplinary, coordinated, culturally appropriate, community-based, comprehensive, and high-quality services for young children, birth through age 8, with special needs and their families; and to assist projects in the Early Education Program for Children with Disabilities (EEPCD).

Activities: NEC*TAS activities are defined by seven goals: (a) to assist states in accomplishing their goals and activities for providing services through their Part H Program and their Part B-Section 619 Program of IDEA; (b) to assist OSEP-sponsored early childhood discretionary projects in accomplishing their goals and activities for demonstration, inservice, and outreach programs related to IDEA; (c) to identify emerging early intervention and preschool service system issues and potential solutions; (d) to share across client groups the solutions and successful strategies and practices developed by one another; (e) to promote the utilization of state-of-the-art research and practice; (f) to promote collaboration across federal agencies and programs, states, and other organizations and programs that impact client programs; and (g) to contribute to the understanding and provision of efficient, effective, and quality TA. TA is provided through meetings and workshops, on-site and telephone consultations, topical teleconferences, print products, information referral, electronic media, and networking opportunities. The NEC*TAS collaborative system consists of the coordinating office at the University of North Carolina, and staff at the Federation for Children with Special Needs, Georgetown University Child Development Center, Hawai'i University Affiliated Program at the University of Hawai'i at Manoa, National Association of State Directors of Special Education (NASDSE), and ZERO TO THREE: National Center for Infants, Toddlers and Families. NEC*TAS also draws on the expertise of its advisory board and professional and parent consultants.

Index of Descriptors of EEPCD Projects

Children and Families

Age

Neonatal — 85B, 97B, 101B, 119B, 132A, 139A

Birth through 2 — 85A, 85B, 86A, 86B, 87A, 88A, 88B, 89A, 89B, 90A, 91A, 92A, 93A, 94A, 95A, 96A, 96B, 97A, 97B, 100A, 100B, 102A, 103A, 104A, 104B, 105A, 105B, 106B, 107A, 108A, 109A, 109B, 110A, 110B, 111A, 111B, 112A, 113B, 114B, 115A, 115B, 116A, 116B, 117A, 119A, 120A, 121A, 121B, 122A, 122B, 123A,123B, 124A, 124B, 125A, 125B, 126A, 126B, 127A, 128A, 128B, 129A, 129B, 130A, 130B, 132A, 133A, 133B, 135A, 135B, 136A, 136B, 137B, 138A, 139A

3 through 5 — 85A, 87A, 87B, 88A, 88B, 89A, 90B, 91A, 91B, 92A, 92B, 93A, 93B, 94B, 95A, 95B, 97A, 98A, 98B, 99A, 99B, 100A, 100B, 101A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 106A, 106B, 107A, 107B, 108A, 108B, 109A, 109B, 110A, 110B, 111B, 112A, 112B, 113A, 114A, 114B, 115B, 116A, 117A, 117B, 118A, 118B, 119A, 120A, 120B, 121A, 121B, 122A, 122B, 123B, 124A, 125A, 125B, 126A, 126B, 127A, 127B, 128A, 128B, 129A, 129B, 130A, 130B, 131A, 131B, 132B, 133A, 134A, 134B, 136A, 136B, 137A, 137B, 138A, 139A

6 through 8 — 85A, 88A, 92A, 92B, 93A, 93B, 94B, 95B, 100B, 102B, 103A, 105A, 110B, 115B, 117A, 118A, 119A, 122A, 122B, 123B, 125A, 127A, 136B, 137B, 138B, 139A

Disabling Condition

Alcohol/drugs, exposed/affected by — 86A, 87B, 97B, 126B

At risk (biological/environmental) — 85B, 86A, 87B, 90A, 93B, 94A, 97B, 98A, 99B, 101B, 103A, 103B, 105B, 106A, 107A, 109A, 111B, 115B, 119B, 121A, 121B, 122A, 126B, 128A, 134A

Attention Deficit Hyperactivity Disorder — 108B, 121A

Autistic (including PDD) — 85A, 89A, 89B, 92A, 99A, 112B, 117B, 121A

Behaviorally, socially, or emotionally impaired — 89A, 105B, 120B, 121A, 126B, 137A

Deaf-blind —87A, 111A, 113A, 117B, 121A, 130A

Developmentally delayed/nonspecific to disability/range of disabilities — 85B, 86A, 86B, 87B, 88A, 88B, 90A, 90B, 91A, 91B, 92B, 93A, 93B, 94A, 94B, 95A, 95B, 96A, 96B, 97A, 98A, 98B, 99B, 100A, 100B, 101A, 102B, 103A, 103B, 104A, 104B, 105A, 106A, 106B, 107A, 107B, 108A, 109A, 110B, 111B, 112A, 113B, 114A, 115B, 116A, 116B, 117A, 118A, 118B, 119A, 120A, 121A, 121B, 122A, 122B, 123A, 124A, 124B, 125A, 125B, 126A, 127B, 128A, 128B, 129B, 131A, 131B, 132A, 132B, 133A, 133B, 134A, 134B, 135A, 135B, 136A, 136B, 137A, 137B, 138A, 138B, 139A

Hearing impaired or deaf — 87A, 109B, 111A, 114B, 115A, 121A, 129A, 136B

HIV positive or AIDS — 97B, 121A, 126B

Learning disabled — 121A

Medically fragile/technology dependent — 87A, 100B, 117B, 119B, 121A

Mentally disabled — 115A, 117B

Multiply impaired — 86B, 87A, 90B, 94A, 96B, 101A, 113A, 115A, 117B, 121A, 127A, 131B

Physically/health impaired — 86B, 87A, 96B, 113A, 115A, 117B, 121A

Severely/profoundly functionally impaired — 86B, 89A, 96B, 97A, 101B, 113A, 115A, 117B, 118B, 120B, 121A, 123B, 127A, 131B, 137A

Speech/language impaired — 87A, 89A, 94B, 115A, 118B, 120B, 121A

Traumatic brain injured — 113A

Visually impaired/blind — 87A, 111A, 113A, 115A, 121A, 130B

Other:

Low incidence disabilities — 92B, 93A, 96A, 97A, 100B

Sensory impaired with additional disabilities — 130A

Ethnically or linguistically diverse group

African American — 86B, 91B, 94A, 99B, 114B, 122A, 128B, 136A, 137A

American Indian — 86A, 86B, 94A, 94B, 103A, 106A, 122A, 136A

Asian American — 86B, 110B, 111B, 114B, 136A, 137A

Latino/Hispanic — 86A, 86B, 87B, 103A, 110B, 111B, 114A, 114B, 122A, 128B, 136A, 137A

Pacific Islander/Native Hawai'ian — 90A, 136A

Ethnically or linguistically diverse group, *continued*

Culturally diverse groups — 85A, 87B, 93B, 95B, 98A, 105B, 109A, 109B, 111A, 112A, 113A, 114B, 115B, 117B, 118A, 119B, 120A, 120B, 121A, 122A, 122B, 126A, 126B, 127B, 128B, 130B, 132B,134A, 135B, 136A, 136B, 137B

Other ethnic group(s):

Choctaw — 94A,

Puerto Rican — 87B, 128B

Vietnamese — 110B,

Non-English language product(s):

American Sign Language — 114B

Chinese — 111B

Hmong — 93B

Korean — 110B

Lao — 93B

Multiple translations — 93A

Spanish — 93B, 110B, 111B, 114A, 120A, 126B, 128B

Tagalog — 110B

Vietnamese — 110B

Family members or needs

Adolescent parents — 105B, 128B

Economically disadvantaged — 88A, 93B, 97B, 98A, 99B, 105B, 106A, 114B, 115B, 119B, 120A, 121B, 122A, 134A, 135B

Extended family — 85B, 88A, 120A, 130A

Fathers — 130A

HIV positive parent — 97B, 105B, 115B

Homeless family — 105B,

Limited English proficiency — 86A, 87B, 103A, 110B, 111B, 122A, 127B, 128B

Migrant family — 134A

Parents with disabilities — 90A,

Siblings — 114B, 130A

Single parent — 114B, 128B, 130A

Substance abusing parent — 87B, 97B, 105B, 115B, 128B

Other:

Military families — 94A

Project's Innovation, Training Content, or Research Focus

Content or Intervention

Adaptive/self-care skills — 96A, 112B, 113A, 121A, 126B, 130B

Arts/music — 91A, 91B, 114B

Assistive technology/augmentive communication — 86B, 87A, 90B, 91A, 92B, 93B, 96B, 98B, 112B, 113A, 114B, 115A, 117A, 123B, 127A, 130A

Auditory skills/audiology — 111A, 114B, 129A, 130A

Child assessment methods — 86A, 89A, 94B, 97B, 100A, 105B, 106B, 108B, 110A, 112A, 114A, 116A, 119B, 120A, 121A, 123A, 125B, 126B, 129A, 133B, 134B, 136B, 137A

Cognition — 89A, 99A, 112B, 113A, 114B, 126B, 130A, 130B

Communication/speech/language — 85A, 89A, 92A, 104B, 111A, 112B, 114B, 121A, 126B, 129A, 130A, 130B

Computer-based communications/dissemination — None

Consultant teacher model — 85A, 86B, 99A, 107B, 111A, 112B, 113A, 117B, 120A, 120B, 121B, 124A, 128B, 130B

Culturally appropriate practices — 85A, 86A, 86B, 87B, 90A, 91B, 93B, 94A, 94B, 95B, 98A, 99B, 100A, 103A, 105B, 106A, 107A, 109A, 109B, 110B, 111A, 111B, 112A, 114A, 114B, 115B, 120A, 122A, 122B, 126A, 126B, 128B, 129A, 129B, 132B, 133B, 134B, 136A, 136B, 137B

Data/information systems — 97B, 112B

Developmentally appropriate practice — 85A, 86B, 88B, 94B, 98A, 98B, 100A, 103B, 106A, 107A, 107B, 110A, 110B, 111B, 113A, 114B, 116A, 116B, 117B, 119B, 121A, 121B, 122A, 122B, 126B, 127B, 128A, 129A, 130B, 134B, 136A, 138B, 139A

Emerging literacy — 90B, 94B, 101A, 110B, 113A, 129A

Engagement — 85A, 98A, 113A, 117B, 121A, 124A, 126B, 137A

Environments — 88B, 96A, 98A, 99A, 100A, 104B, 107B, 108B, 110A, 112B, 113A, 116B, 117B, 120B, 121A, 121B, 122A, 124A, 127A, 127B, 128A, 128B, 130A, 135B, 136B, 137A, 137B

Evaluation/research — 92A, 136A, 136B, 137B

Family-centered/family systems — 85A, 85B, 86A, 86B, 87B, 88A, 89A, 90A, 94B, 96B, 97B, 98A, 99B, 100A, 102A, 104A, 104B, 105A, 106B, 107A, 107B, 108B, 109A, 109B, 110A, 111A, 111B, 112A, 112B, 113A, 113B, 114A, 114B, 115A, 115B, 116A, 116B, 117B, 118B, 119A, 119B, 120A, 121A, 121B, 122A, 122B, 123A, 124B, 125A, 125B, 126A, 126B, 128A, 128B, 129A, 129B 130A, 130B, 131A, 132A, 132B, 133B, 135B, 136A, 136B, 137B, 138A, 138B

Financing services — 87A, 117B, 138A

Health/nutrition — 87B

Home visiting model — 129B

IFSP/IEP practices — 85B, 98A, 99B, 102A, 105B, 113A, 117B, 119A, 120A, 121A, 121B, 122A, 122B, 123A, 125B, 126A, 128B, 129B, 131A, 133A, 133B, 134B, 138B

Inclusion/LRE — 85A, 87B, 89A, 89B, 93A, 93B, 94A, 94B, 95A, 95B, 96A, 96B, 97A, 98A, 98B, 99B, 100A, 102B, 103A, 103B, 104B, 105A, 106A, 107A, 107B, 108A, 108B, 110A, 110B, 111B, 112B, 114B, 116A, 117B, 118A, 118B, 119A, 120A, 120B, 121A, 121B, 122A, 123A, 124A, 126A, 127B, 128A, 128B, 129B, 131B, 133A, 134B, 135B, 136A, 137A, 137B, 138B

Integrated therapy model — 87A

Local interagency coordination — 86B, 87B, 95A, 95B, 97A, 97B, 103B, 104A, 104B, 105A, 114A, 114B, 116A, 117B, 118A, 119A, 120A, 121A,122B, 125A, 126B, 128B, 131A, 132A, 133A, 134A, 137A, 138A, 138B

Motor skills — 92B, 112B, 113A, 121A, 126B, 130A

Naturalistic/observational approach — 85A, 86A, 86B, 89B, 94A, 96A, 98A, 104B, 110A, 112B, 113A, 114A, 114B, 117B, 118A, 119B, 120A, 120B, 121A, 121B, 123B, 124A, 125B, 126B, 127A, 128A, 130A, 136B, 137A, 137B

Neurobehavioral techniques — 101B, 119B

Orientation/mobility — 111A, 113A, 130A, 130B

Play-based — 88B, 96B, 110A, 110B, 112B, 114B, 116B, 120A, 121A, 124A, 126B, 130A,131A, 134B, 136B

Program development/management — 100A, 120A, 126B, 131A, 138A

Resource center/central directory — 93A, 97A, 97B, 99B, 103B, 110A

Respite care/crisis nursery — 100B

Service coordination — 86B, 87A, 97A, 97B, 98A, 115B, 133A, 133B, 135A

Social behavior — 85A, 85B, 86A, 87B, 89A, 92A, 96A, 101B, 105B, 107B, 108B, 109B, 110A, 112B, 114B, 116B, 117B, 119B, 120B, 121A, 122A, 123B, 124A, 126B, 127A, 128B, 130A, 137A

Screening/pub awareness/child find — 88A, 92B, 109A, 111A, 115B, 126B, 130A, 132A, 134B

Statewide systems change — 87B, 95A, 100A, 108A, 118B, 119A, 120A, 123B, 125A, 125B, 126B, 131A, 132A, 137A, 138A, 138B

Transdisciplinary — 86B, 87A, 87B, 95B, 96A, 97B, 104B, 105A, 108B, 112B, 113A, 114A, 114B, 115B, 117B, 119B, 120A, 120B, 121A, 121B, 122A, 125A, 128A, 130A, 133B, 136A, 138B

Transition — 85B, 94A, 97B, 105A, 113A, 114A, 116A, 117B, 118A, 118B, 119A, 119B, 121B, 122A, 122B, 126B, 128A, 128B, 131A, 131B, 133B

Transportation —

Video-based assessment/intervention — 85A, 86A, 91A, 92B, 103A, 110A, 110B, 112B, 122A, 126B

Other:

Building local capacity — 134A

Intervention for visually impaired — 130A

Response contingent intervention — 123B

Systems effects evaluation — 123B

Personnel development approaches

Case method of instruction — 100B, 102A, 103A, 106A, 106B, 107A, 108B, 111A, 112B, 113A, 120A, 120B, 123A, 123B, 126B, 127A, 128B, 135A

Certification/credentialling — 103B, 106A, 106B, 107A, 108A, 110A, 111A, 126A, 129A, 129B

Competency-based training — 102B, 103A, 103B, 104B, 106A, 106B, 107A, 107B, 108A, 109A, 109B, 110A, 110B, 111A, 111B, 112B, 113A, 114A, 117A, 119B, 121A, 121B, 122B, 124A, 126A, 127B, 128A, 128B, 132A

Comprehensive System of Personnel Development (CSPD) — 132B

Distance learning — 85A, 86A, 86B, 91A, 96A, 103A, 104A, 104B, 107B, 108A, 109B, 110B, 111A, 113A, 114B, 117B, 121A, 122A, 123A, 126A, 126B, 127A, 127B, 128A, 129A, 130A, 120B, 132A, 134A, 135A, 135B, 139A

Inservice training innovations — 85B, 91B, 92A, 93B, 95B, 96A, 97B, 98A, 98B, 99B, 100A, 101A, 102A, 102B, 103A, 103B, 104A, 104B, 105A, 105B, 106A, 106B, 107A, 107B, 108A, 108B, 109A, 109B, 110A, 110B, 111A, 112A, 113A, 113B, 114A, 114B, 115B, 117B, 119A, 119B, 120A, 120B, 121A, 121B, 122A, 122B, 123A, 124A, 124B, 125A, 126A, 126B, 127A, 128A, 128B, 129A, 130B, 132B, 133A, 133B, 134B, 135A

Personnel development approaches, *continued*

Mentoring — 102A, 121B, 122A, 126A, 129A, 135B

Preservice training innovations — 112A, 113B, 114B, 115B, 120B, 124B

Recruitment/retention strategies — 100B, 126B

Technical assistance model — 85A, 88A, 93A, 95A, 96A, 102B, 103A, 103B, 104A, 105A, 105B, 111A, 111B, 113A, 114A, 114B, 115B, 116A, 117B, 118A,118B, 119A, 120A, 120B, 121A, 121B, 122A, 122B, 123A, 123B, 125A, 125B, 126A, 126B, 127A, 128A, 128B, 133A, 133B, 134A, 135A, 139A

Train-the-trainers — 93B, 100A, 102B, 103A, 105B, 108A, 108B, 109A, 109B, 110B, 111B, 112A, 112B, 113B, 115B, 116B, 118A, 119B, 121A, 121B, 124B, 125A, 125B, 126A, 126B, 127B, 128A, 128B, 129A, 129B, 130A, 130B, 132A, 134A, 134B

Other:

CMES for physicians — 132A

Interactive training library — 124B

Job-embedded training — 124A

Reflective guidance — 135B

Personnel Targeted for Training

Personnel Types

Administrators — 87A, 87B, 95B, 98A, 105A, 106B, 108A, 111B, 114B, 116A, 118B, 120A, 121B, 122A, 122B, 123A, 124A, 125A, 125B, 126A, 126B, 127B, 129A, 130A, 131A, 131B, 132A, 134B, 135A, 136B, 137A, 138A, 138B, 139A

Audiologists — 87A, 129A

Community child care/preschool providers — 86A, 87B, 88A, 88B, 89A, 89B, 90B, 92A, 92B, 93A, 93B, 94A, 94B, 95A, 96A, 96B, 97A, 98A, 98B, 99B, 100A, 101A, 101B, 103B, 107A, 108B, 110A, 112B, 113A, 114A, 114B, 115A, 117B, 118A, 118B, 120A, 120B, 121A, 121B, 122B, 124A, 126B, 127B, 128B, 129A, 129B, 131A, 131B, 132B, 133A, 134B, 135B, 136B, 137A, 138B

Community leaders/volunteers — 85A, 95B, 97A, 99B, 107B, 108B, 114B, 125A

Early interventionists/early childhood special educators — 85A, 85B, 86A, 86B, 87B, 88A, 88B, 89A, 89B, 90B, 91A, 92A, 93A, 94A, 94B, 95B, 96A, 96B, 97A, 97B, 100A, 101A, 101B, 102A, 104B, 105A, 105B, 106B, 107A, 107B, 108A, 108B, 111A, 112A, 112B, 113A, 115A, 115B, 116A, 116B, 118A, 118B, 119B, 120A, 120B, 121A, 121B, 122A, 122B, 123A, 123B, 124A, 124B, 125B, 126A, 126B, 127A, 128A, 128B, 129A, 129B, 130A, 130B, 131B, 132A, 132B, 133A, 134A, 134B, 135B,.136B, 137A, 138A, 138B, 139A

Family members of a child with a disability — 85A, 85B, 86A, 87B, 89A, 89B, 90A, 90B, 91A, 91B, 92A, 92B, 93A, 93B, 94A, 95B, 96A, 96B, 97A, 97B, 98A, 98B, 99B, 100B, 101A, 101B, 105A, 105B, 106A, 106B, 108A, 108B, 109A, 109B, 111A, 113A, 114A, 114B, 115A, 116A, 118B, 120A, 120B, 121B,.122B, 123A, 123B, 124B, 125A, 126B, 127A, 128B, 129A, 131A, 131B, 132A, 132B, 134B. 135A, 136B, 137A, 138A, 138B

IHE/post-secondary personnel — 111B, 112A, 113B, 120B, 124B, 131A, 135B

Interagency coordinating council — 116A, 125A, 126B, 128B, 132A, 132B, 133A

Multidisciplinary team (also see project content/intervention) — 86B, 93B, 95A, 100A, 102B, 103A, 104A, 105B, 106B, 108A, 108B, 109B, 111B, 112A, 112B, 113A, 114A, 115B, 116A, 117A, 117B, 118B, 119A, 119B, 120A, 120B, 121A, 121B, 122A, 123A, 124A, 124B, 125A, 131A, 132A, 133B, 134B

Nurses — 85B, 87A, 88A, 97B, 119B, 122B, 126B. 131B, 135B

Occupational therapists — 87A, 108B, 112A, 113A, 115A, 119B, 121B. 123A, 124B, 126A, 129A, 131B, 135B

Paraprofessionals/aides — 87B, 92A, 95B, 98A, 100A, 101B, 102B, 103B, 104B, 105B, 106A, 106B, 108A, 109B, 110B, 113A, 115A, 118A, 121B, 122A, 122B, 123B, 124A, 126A, 126B, 128A, 128B, 131B, 134A

Parents as staff — 97A. 99B, 100B, 102B, 104A, 109A. 110B, 113A, 113B, 122B, 124B, 132A

Physical therapists — 112A, 113A, 115A, 119B, 121B, 123A, 124B, 126A, 129A, 131B, 135B

Physicians/pediatricians — 85B, 87A, 88A, 97B, 124B, 126B, 132A

Psychologists — 87A, 113A, 119B, 124B

Service coordinators — 86B, 96B, 97A, 97B, 99B, 116A, 122B, 125B, 128B, 135A

Social workers — 97B, 124B, 126B

Speech-language pathologists — 87A, 112A, 112B, 113A, 115A, 121B, 124B, 126A, 127A, 129A, 131B, 135B

Teachers, general education — 87B, 88A, 88B, 90B, 92B, 94B, 95B, 97A, 98A, 99A, 99B, 105A, 107A, 112A, 112B, 113A, 114B, 115A, 118A, 118B, 120B, 121A, 122A, 124A, 128A, 131A, 131B, 134B, 135B, 136B, 138B

Trainers/TA providers — 85A, 88A, 100A, 102B, 110B, 113B, 115B, 119B, 122B, 126B, 130B, 133A, 134B, 135A

Other:

Hearing impairment specialists — 109B, 111A, 113A, 129A, 130A

Human services personnel — 97A, 97B, 126B

Information and referral specialists — 93A, 97A, 126B

Recreation personnel — 97A

Respite care providers — 100B, 121A, 126B

Vision impairment specialists — 111A, 113A, 129A. 130A

Service settings

Child care center/preschool — 86A, 86B, 87B, 88A, 88B, 89A, 89B, 90A, 90B, 91A, 92B, 93A, 93B, 94A, 94B, 95A, 96A, 96B, 97A, 97B, 98A, 98B, 99B, 100A, 100B, 101A, 101B, 102A, 103A, 103B, 104B, 106A, 107A, 107B, 108B, 109B, 111B, 112B, 113A, 114A, 114B, 116A, 116B, 117A, 117B, 118A, 118B, 120A, 120B, 121A, 122B, 123B, 124A, 126B, 127B, 128A, 128B, 129A, 129B, 130A, 130B, 131A, 131B, 133A, 133B, 134A, 134B, 135B, 137A, 138B

Family child care — 110A, 121B, 133A

Head Start — 88A, 94B, 103A, 106A, 111B, 117B, 118B, 121B, 127A, 134A, 134B

Home — 85B, 86A, 86B, 89A, 89B, 90A, 92B, 94A, 96A, 96B, 97A, 97B, 100B, 101A, 101B, 103B, 107B, 108B, 109A, 109B, 116A, 116B, 117A 120A, 120B, 121B, 122B 123B, 124A, 126A, 126B, 127A, 129A, 129B, 130A, 130B, 131B, 133A, 133B

Hospital (NICU/PICU) — 85B, 97A, 97B, 119B 126B

Post-secondary institution — 111B, 113B, 124B

Public school pre-K thru 2 — 87B, 88A, 92B, 93B, 94B, 95B, 97A, 99A, 99B, 102B, 103A, 113A, 114B, 115A, 116A, 118A, 118B, 121A, 122B, 123B, 127A, 127B, 131B, 134A, 134B, 135B, 138B

Rural/remote — 85A, 90A, 90B, 92B, 94A, 100A, 104B, 105A, 106A, 109B, 110A, 117B, 118B, 120B, 121A, 121B, 122A, 122B, 126A, 130A, 131A, 134A, 137A

Urban/inner city — 87B, 88A, 90B, 98A, 98B, 105B, 109A, 114A, 114B, 117B, 119B, 120A, 120B, 122A, 122B, 128B, 134A, 137A

Other:

Human service agency — 97A, 100B, 112B, 126B

Information and referral agency — 126B

Pediatric mobile clinic — 88A

Research and Personnel Preparation Grants Listings

Research Grants 147
Personnel Preparation Grants 155

The Paraprofessional Role in Inclusion

Advancing and Improving the Research Knowledge Base Grant
Grant No. H023A50092 (1995–98)

Nancy French, Principal Investigator
College of Education
University of Colorado, CB# 123
P.O. Box 173364
Denver, CO 80217
(303) 556-4380

Specific Language Impairment: Language and Generalization

Field-Initiated Research Grant
Grant No. H023C40118 (1994–97)

Linda Swisher, Principal Investigator
Department of Speech and Hearing Sciences
University of Arizona
Tucson, AZ 85721
(520) 620-0420

Social Relationship Development in Community Contexts for Young Children With Severe Disabilities

Field-Initiated Research Grant
Grant No. H023C50169 (1995–98)

Phillip Strain, Principal Investigator
University of Colorado
CB# 123
P.O. Box 173364
Denver, CO 80217
(303) 556-2771
Fax: 303-620-4588

An Analysis of the Effectiveness of Staffing Patterns for Young Children Attending Natural Group Environments for Early Intervention

Field-Initiated Research Grant
Grant No. H023C30072 (1993–97)

Mary Beth Bruder, Principal Investigator
School of Medicine, Pediatrics
University of Connecticut Health Center
263 Farmington Avenue
Farmington, CT 06032
(860) 679-4632
Fax: 860-679-1368
E-mail: bruder@nso1.uchc.edu

Accessibility to and Utilization of Intervention Services in the First 6 Years: A Longitudinal Study of African-American Families, Services, and Service Agencies

Field-Initiated Research Grant
Grant No. H023C40083 (1994–97)

Kofi Marfo, Principal Investigator
Department of Special Education
University of South Florida
4202 East Fowler Avenue
Tampa, FL 33620
(813) 974-3770

Studies of Infants and Toddlers Prenatally Exposed to Cocaine

Field-Initiated Research Grant
Grant No. H023C30079 (1993–98)

Keith Scott, Principal Investigator
University of Miami
Department of Psychology Annex
P.O. Box 249229
Coral Gables, FL 33124-0721
(305) 284-1740, ext. 1101

Rethinking Social Interventions for Young Children With Autism

Field-Initiated Research Grant
Grant No. H023C40113 (1994–97)

Gail McGee, Principal Investigator
Emory Autism Research Center
Emory University
718 Gatewood Road
Atlanta, GA 30322
(404) 727-8350

Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation

Field-Initiated Research Grant
Grant No. H023C20077 (1992–97)

James Kahn, Principal Investigator
Early Childhood Research and Intervention Program
University of Illinois at Chicago
1640 West Roosevelt Road
Chicago, IL 60608
(312) 413-1563

A Longitudinal Study of Risk and Protective Factors Affecting the Development of Children Prenatally Exposed to Illicit Drugs and Alcohol

Field-Initiated Research Grant
Grant No. H023C50111 (1995–00)

Judith Carta, Principal Investigator
Juniper Gardens Children's Project
University of Kansas
650 Minnesota Avenue, 2nd Floor
Kansas City, KS 66101
(913) 321-3143
Fax: 919-371-8522
E-mail: carta@kuhub.cc.ukans.edu

Longitudinal Assessment of Emerging Behavior State Patterns Among Infants and Children With Severe and Profound Disabilities

Field-Initiated Research Grant
Grant No. H023C30029 (1993–98)

Doug Guess and Jane Rues, Principal Investigators
Institute for Life Span Studies
University of Kansas
1052 Dole
Lawrence, KS 66045
(913) 864-4954

The Development and Evaluation of an Early Intervention Program for Non-Readers and Non-Writers

Field-Initiated Research Grant
Grant No. H023C50089 (1995–99)

Carol Englert, Principal Investigator
CEPSE, 334 Erickson Hall
Michigan State University
East Lansing, MI 48824-1034
(517) 355-1835

Prenatal Cocaine Exposure and Social Development of Young Children: A Field-Initiated Research Project

Field-Initiated Research Grant
Grant No. H023C10092 (1991–97)

Scott McConnell, Principal Investigator
Institute of Community Integration
102 Pattee Hall, University of Minnesota
150 Pillsbury Drive SE
Minneapolis, MN 55455
(612) 624-6300,
Fax: 612-624-9344
E-mail: smconnell@vx.cis.umn.edu

A Longitudinal Study of Young Children With Fragile X Syndrome and Their Families

Field-Initiated Research Grant
Grant No. H023C30081 (1993–98)

Donald Bailey, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250,
Fax: 919-966-7532

Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities

Field-Initiated Research Grant
Grant No. H023C30089 (1993–98)

Mary McEvoy and Carol Davis, Principal Investigators
Room 215 Pattee Hall
University of Minnesota
CEED, 150 Pillsbury Drive SE
Minneapolis, MN 55455-0223
(612) 624-5780

Age of Peers and Its Effects on the Social Interactions of Preschoolers With Disabilities

Field-Initiated Research Grant
Grant No. H023C20168 (1992–97)

Donald Bailey, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
E-mail: bailey.fpg@mhs.unc.edu

Elementary School and Boys With Fragile X Syndrome

Field-Initiated Research Grant
Grant No. H023C50034 (1995–00)

Donald Bailey and Deborah Hatten, Principal Investigators
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-4250
Fax: 919-966-7532
E-mail: bailey.fpg@mhs.unc.edu

Second Generation Research in Early Intervention: Long-Term Outcomes in Children and Their Families

Field-Initiated Research Grant
Grant No. H023C50171 (1995–00)

Carol Trivette, Principal Investigator
Orlena Hawks Pucket Institute Incorporated
128 South Sterling Street
P.O. Box 2277
Morganton, NC 28680
(704) 432-0065
Fax: 704-432-0068

Teaching Styles in Early Intervention Responsiveness and Directiveness

Field-Initiated Research Grant
Grant No. H023C40015 (1994–97)

Robin McWilliam, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8180
Chapel Hill, NC 27599-8180
(919) 966-7485
Fax: 966-0862
E-mail: mcwilliam.fpg@mhs.unc.edu

The Impact of Federal Policy and Resulting Legislation on Family Systems

Field-Initiated Research Grant
Grant No. H023C10103 (1991–96)

Kathryn Haring, Principal Investigator
Department of Educational Psychology
University of Oklahoma
820 Van Vleet Oval Room 325
Norman, OK 73019-0260
(405) 325-5404
Fax: 325-3242

Project VOCABULARY: Understanding Early Growth and Remediation Effects for Students With Disabilities or At Risk of Reading Failure

Field-Initiated Research Grant
Grant No. H023C50121 (1995–00)

Deborah Simmons, Principal Investigator
College of Education
University of Oregon
5219 University
Eugene, OR 97403-5219
(541) 346-3486

Validation and Field Trial of a Multiple Gating Approach to Preschool Screening for Behavior Problems

Field-Initiated Research Grant
Grant No. H023C30017 (1993–97)

Herbert Severson, Principal Investigator
Oregon Research Institute
1715 Franklin Boulevard
Eugene, OR 97403
(541) 484-2123

A Study of the Auditory Characteristics of Children With Autism

Field-Initiated Research Grant
Grant No. H023C50076 (1995–98)

Fred Bass, Principal Investigator
Bill Wilkerson Center
1114 19th Avenue S
Nashville, TN 37212
(615) 322-4099

Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention

Field-Initiated Research Grant
Grant No. H023C20152 (1993–97)

Paul Yoder, Principal Investigator
Peabody College
Vanderbilt University
Box 328
Nashville, TN 37203
(615) 322-8464

Promoting Attention, Literacy, and Socialization (PALS) Among Students With Emotional/Behavior Disorders

Field-Initiated Research Grant
Grant No. H023C40001 (1994–97)

Douglas Fuchs and Lynn Fuchs, Principal Investigators
Department of Special Education
Peabody College
512 Kirkland Hall
Vanderbilt University
Nashville, TN 37240
(615) 343-4782

BEST COPY AVAILABLE

Early Intervention Benefit/Cost Longitudinal Study

Field-Initiated Research Grant
Grant No. H023C20066 (1992–97)

Linda Goetze, Principal Investigator
Early Intervention Research Institute
Utah State University
Logan, UT 84322-6580
(801) 797-3125

A Longitudinal Follow-Up of Graduates From Two Contrasting Preschool Instructional Models: Phase 2

Field-Initiated Research Grant
Grant No. H023C30007 (1993–98)

Kevin Cole, Principal Investigator
Experimental Education Unit
University of Washington
Box 37-7925
Seattle, WA 98195-7925
(206) 543-4011
Fax: 285-1523
E-mail: kcole@u.washington.edu

An Exceptional Analysis of Teacher/Parent Mediated Interventions for Preschoolers With Behavioral Problems

Field-Initiated Research Grant
Grant No. H023C20172 (1992–97)

Thomas Kratochwill, Principal Investigator
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706
(608) 262-5912

Visual Involvement in Literacy: Reading and Discussing Books With 3- to 8-Year-Old Students Who Are Deaf and Hard of Hearing

Initial Career Awards Grant
Grant No. H023N40040 (1994–97)

Susan Mather, Principal Investigator
Gallaudet University
800 Florida Avenue
Washington, DC 20002
(202) 651-5401

Research on Treating Aggression in Young Children

Initial Career Awards Grant
Grant No. H023N40039 (1994–97)

Julie Foder-Davis, Principal Investigator
Idaho Center on Developmental Disabilities
University of Idaho
129 West Third
Moscow, ID 83843
(208) 885-3559

Strategies for Promoting Social Relationships Between Young Children With and Without Disabilities

Initial Career Awards Grant
Grant No. H023N50009 (1995–98)

Paddy Favazza, Principal Investigator
Department of Instruction and Curriculum
College of Education
University of Memphis
CB# 526017
Memphis, TN 38152-6017
(901) 678-3451

Maximizing Effective Teacher-Mediated Intervention in Inclusive Preschools Implementing Developmentally Appropriate Practice

Initial Career Awards Grant
Grant No. H023N40015 (1994–97)

Andrea McDonnell, Principal Investigator
Department of Special Education
University of Utah
MBH 221
Salt Lake City, UT 84112
(801) 581-3318

Parent-Child Interaction Systems: A Long-Term Evaluation

Initial Career Awards Grant
Grant No. H023N30028 (1994–96)

Glenna Boyce, Principal Investigator
Center for Persons With Disabilities
Utah State University
Logan, UT 84322
(801) 750-1179

Technical Support for the Department of Education's Effort for Translating Research Practice for Educating Individuals With Disabilities

Policy and Program Evaluation Grant
Grant No. HS92017001 (1992–97)

Michael Kane, Principal Investigator
Chesapeake Institute
1000 Jefferson Street NW, Suite 400
Washington, DC 20007
(202) 785-9360

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

Policy and Program Evaluation Grant
Grant No. HS9235001 (1992–97)

Marsha Brauen, Principal Investigator
WESTAT
1650 Research Boulevard
Rockville, MD 20850-3129
(301) 251-3129

Information Transfer

Policy and Program Evaluation Grant
Grant No. HS94017001 (1994–97)

Dale Dumas, Principal Investigator
Capital Consulting Corporation
8626 Lee Highway, Suite 2135
Fairfax, VA 22031-2135
(703) 876-0401

Project Success: Preventing the Development of SED Among Children With Emotional and Behavioral Problems

Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems Grant
Grant No. H237F40022 (1994–98)

Marjorie Montague, Principal Investigator
University of Miami
P.O. Box 248065
Coral Gables, FL 33124-2040
(305) 284-2891

Preventing the Development of Serious Emotional Disturbance among Children and Youth With Emotional and Behavioral Problems

Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems Grant
Grant No. H237F50036 (1995–99)

Martha Fitzgerald, Principal Investigator
University of Vermont
429 Waterman Building
Burlington, VT 05405
(802) 656-8551

Committee on Prevention of Reading Difficulties in Young Children

Prevention of Reading Difficulties in Young Children Research Grant
Grant No. H023S50001 (1995–98)

Susan Burns, Principal Investigator
National Academy of Sciences HA-178
2101 Constitution Avenue NW
Washington, DC 20418
(202) 334-3377

Evaluating School-linked Services for Children With Disabilities and Their Families

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D40017 (1994–97)

James McKinney, Principal Investigator
College of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124-2040
(305) 284-5388

The CHILD Health Resource Partnership: Collaborative Health Interventions for Learners With Disabilities (CHILD)

School-Linked Services to Support Better Outcomes for Children With Disabilities Grant
Grant No. H023D40013 (1994–97)

Stephen Bagnato, Principal Investigator
Children's Hospital of Pittsburgh
3705 Fifth Avenue
Pittsburgh, PA 15213-2583
(412) 692-5560

Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers With Disabilities

Special Studies Program Grant
Grant No. H159E50001 (1995–00)

Mary Wagner, Principal Investigator
SRI International
333 Ravenswood Avenue
Menlo Park, CA 94025
(415) 859-2867

Evaluation of Part H Child Find

State Agency/Federal Evaluation Studies Grant
Grant No. H159A40001 (1994–98)

Beppie Shapiro, Principal Investigator
Hawai'i Department of Health
1600 Kapiolani Boulevard, Suite 1401
Honolulu, HI 96814
(808) 942-8223
Fax: 956-5222

Early Identification of Children At Risk for Special Education Placement

Student-Initiated Research Grant
Grant No. H023B60002 (1996–97)

Beverly Mulvihill, Principal Investigator
Civitan International Research Center
University of Alabama at Birmingham
1719 6th Avenue S
Birmingham, AL 35294-0021
(205) 975-8510

Parent and Teacher Congruency on Variations of a Screening Instrument: An Examination

Student-Initiated Research Grant
Grant No. H023B50009 (1995–97)

Sharon Gilbert, Principal Investigator
Department of Rehabilitation and Special Education
Auburn University
1228 Haley Center
Auburn University, AL 36849
(334) 844-5943
Fax: 450-5468

Teaching Literacy Skills to At-Risk and Learning Disabled Children: Writing Intervention With a Dialogue Journal Task

Student-Initiated Research Grant
Grant No. H023B60031 (1996–97)

Colleen McMahon, Principal Investigator
Office of Research Affairs
University of California
200 University Office Building
Riverside, CA 92521-0217
(909) 787-4414

Mother-Child and Teacher-Child Play With Toddlers Prenatally Exposed to Cocaine

Student-Initiated Research Grant
Grant No. H023B60009 (1996–97)

Rebecca Fewell, Principal Investigator
University of Miami
750 Northwest 15th Street
Miami, FL 33136
(305) 243-6517

Inclusion of Students With Disabilities in Diverse Schools

Student-Initiated Research Grant
Grant No. H023B60011 (1996–97)

Frank Garfunkel, Principal Investigator
Trustees of Boston University
881 Commonwealth Avenue
Boston, MA 02215
(617) 353-3851

Caregiver-Child Social Communicative Interactions

Student-Initiated Research Grant
Grant No. H023B60029 (1996–97)

Mary McEvoy, Principal Investigator
University of Minnesota
207 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455-0223
(612) 624-5780
Fax: 625-6619

Examining Child Care Providers' Attitudes Toward Substance-Exposed Children and Their Families

Student-Initiated Research Grant
Grant No. H023B50051 (1995–96)

Janey McMillen Sturtz, Principal Investigator
Frank Porter Graham Child Development Center
University of North Carolina
CB# 8185
Chapel Hill, NC 27599-8185
(919) 966-0881

The Role of Phonological Processing on the Success of Learning Phonological Awareness Skills in Children Identified as At Risk for Learning Disabilities

Student-Initiated Research Grant
Grant No. H023B60004 (1996–97)

Roland Good, Principal Investigator
University of Oregon
5219 University
Eugene, OR 97403-5219
(541) 346-2145
Fax: 346-5918

Parents' Involvement in Their Infants' and Toddlers' Assessment: An Experimental Scale to Demonstrate the Reliability and Validity of Parents' Ratings of Their Children's Development

Student-Initiated Research Grant
Grant No. H023B60013 (1996–97)

Marley Watkins, Principal Investigators
Pennsylvania State University
110 Technology Center
University Park, PA 16802
(814) 863-2419

The Effects of a Writing Intervention on the Development of Phonological Skills in Primary Grade Children With Learning and Reading Disabilities

Student-Initiated Research Grant
Grant No. H023B50024 (1995–96)

Ruth Wolery, Principal Investigator
Department of Instruction and Learning
University of Pittsburgh
4K31 Forbes Quadrangle
Pittsburgh, PA 15260
(412) 648-7080

A Study of Four African-American Families Reading to Their Young Deaf Children: A Longitudinal Study

Student-Initiated Research Grant
Grant No. H023B60034 (1996–97)

Jean Andrews, Principal Investigator
Lamar University
P.O. Box 10076
Beaumont, TX 77710
(409) 880-8170

Research on Behavioral Momentum With Preschool Children With Disabilities

Student-Initiated Research Grant
Grant No. H023B50056 (1995–98)

Rosa Santos, Principal Investigator
Department of Special Education and Rehabilitation
Utah State University
Logan, UT 83422-2865
(801) 797-2382

The Early Childhood Comprehensive Technology System (ECCTS)

Technology in Education Grant
Grant No. H180U50039 (1995–98)

Patricia Hutinger, Principal Investigator
Western Illinois University
Horrabin Hall, Room 27
Macomb, IL 61455
(309) 298-1634

Center for Special Education Finance

Technology in Education Grant
Grant No. H159G20002 (1992–97)

Jay Chambers, Principal Investigator
American Institutes for Research
3333 K Street NW
Washington, DC 20007
(202) 342-5031

Preventing Early Reading Failure by Enhancing Classroom Technologies: An Analysis of Peer-Assisted Learning Strategies, Computer-Assisted Instruction, and Continuous Progress Monitoring in Primary General Education Classrooms

Technology in Education Grant
Grant No. H180G60004 (1996–99)

Patricia Mathes, Principal Investigator
Florida State University
109 HMB Innovation Park
Tallahassee, FL 32306
(904) 644-4880

The Early Childhood Emergent Literacy Technology Project

Technology in Education Grant
Grant No. H180G40078 (1994–97)

Patricia Hutinger, Principal Investigator
Western Illinois University
Room 27 Horrabin Hall
Macomb, IL 61455
(309) 298-1634

PROJECT WRITE: Writing and Reading Instruction Through Technology and Educational Media and Materials

Technology in Education Grant
Grant No. H180G20016 (1993–96)

David Koppenhaver, Principal Investigator
Department of Medical Allied Health Professionals
School of Medicine, CB# 8135
University of North Carolina
Chapel Hill, NC 27599
(919) 966-7486

Video Feedforward to Promote Reading, Communication, and Effective Judgements by Young Children With Disabilities

Technology in Education Grant
Grant No. H180G60031 (1996–99)

Peter Dowrick, Principal Investigator
Children's Seashore House
3405 Civic Center Boulevard
Philadelphia, PA 19104
(215) 895-3256

Captioning Instructional Videos to Improve Literacy

Technology in Education Grant
Grant No. H180G60022 (1996–99)

Eric Kirkland, Principal Investigator
National Captioning Institute
1900 Gallows Road, Suite 3000
Vienna, VA 22182
(703) 917-7623

Training of Early Childhood Special Education Personnel and Minority Recruitment

Infant/Toddler Personnel Grant
Grant No. H029Q20024 (1992–97)

James Wright, Director
School of Education
Auburn University at Montgomery
7300 University Drive
Montgomery, AL 36117-3596
(334) 244-3457
Fax: 334-244-3762

Early Intervention Training Via Distance Delivery and Campus Experiences

Infant/Toddler Personnel Grant
Grant No. H029Q50044 (1995–98)

Susan Ryan-Vincek, Project Director
Center for Human Development
2330 Nichols Avenue
Anchorage, AK 99508
(907) 786-4435

EDUCATE: Extended Delivery of University Courses for Accessible Teacher Education

Infant/Toddler Personnel Grant
Grant No. H029Q20071 (1992–97)

Jeanne McCarthy, Project Director
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(520) 621-0936
Fax: 520-621-3821

Advanced Certificate in Transdisciplinary Intervention (ACT-I)

Infant/Toddler Personnel Grant
Grant No. H029Q20074 (1992–97)

Ann Bisno, Co-Director
Department of Special Education
California State University
18111 Nordhoff Street — EDUC
Northridge, CA 91330
(818) 885-2534
Fax: 818-885-4737

Early Childhood Special Educator Program

Infant/Toddler Personnel Grant
Grant No. H029Q30041 (1993–98)

Marci Hanson, Project Director
Department of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Infant Specialist Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q30043 (1993–98)

Marci Hanson, Project Director
Department of Special Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Mentors in Early Childhood Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q40048 (1994–99)

Clair Cavallaro, Project Director
California State University
18111 Nordhoff Street
Northridge, CA 91330
(818) 885-2596

Preparation for Multicultural Early Childhood Services

Infant/Toddler Personnel Grant
Grant No. H029Q30052 (1993–98)

Steve Kramer, Project Director
Communicative Disorders
San Diego State University
5178 College Avenue
San Diego, CA 92182-1900
(619) 594-6140

Preparing Early Intervention Specialists for Service in Hispanic Communities

Infant/Toddler Personnel Grant
Grant No. H029Q30034 (1993–98)

Ruth Cook, Project Director
Department of Special Education
Bannan Hall
Santa Clara University
Santa Clara, CA 95053
(408) 554-4435

Professional Preservice Personnel Preparation for Early Intervention Using the First Start Model

Infant/Toddler Personnel Grant
Grant No. H029Q40085 (1994–99)

Marilyn Krajicek, Project Director
School of Nursing
University of Colorado
4200 East 9th Avenue, C287
Denver, CO 80262
(303) 315-5026

Social Inclusion Facilitator/Collaborator Training in Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q30010 (1993–97)

Donna Wittmer, Project Director
School of Education, Campus Box 106
University of Colorado
Denver, CO 80217-3364
(303) 556-4367

Preparation of Family-Centered Early Education Specialists of Deaf Children

Infant/Toddler Personnel Grant
Grant No. H029Q50032 (1995–98)

Marilyn Sass-Lehrer, Project Director
Department of Education
Gallaudet University
800 Florida Avenue NE
Washington, DC 20002
(202) 651-5530

Recruiting and Training Minority Students in Speech-Language Pathology to Serve Infants-Toddlers-Preschoolers and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q50050 (1995–98)

Eugene Wiggins, Project Director
4200 Connecticut Avenue NW
Washington, DC 20001
(202) 274-6162

Shifting Paradigms in Clinical Training: Preparing the Early Childhood Educator to Facilitate Inclusion

Infant/Toddler Personnel Grant
Grant No. H029Q40009 (1994–98)

Maxine Freund, Project Director
George Washington University
6th Floor
2121 I Street NW
Washington, DC 20052
(202) 994-1510
Fax: 994-3365

Collaborative Personnel Preparation in Early Childhood Education and Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q20027 (1992–97)

Mary Frances Hanline, Director
Department of Special Education
College of Education
Florida State University
Tallahassee, FL 32306-3024
(904) 644-4880
Fax: 904-644-8715

Infant Intervention/Substance Exposed

Infant/Toddler Personnel Grant
Grant No. H029Q30028 (1993–97)

Liz Rothlein, Project Co-Director
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102

Training Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q30050 (1993–97)

Vivian Correa, Project Director
Department of Special Education
219 Grinter Hall
University of Florida
Gainesville, FL 32611
(904) 392-0701

Infant/Toddler Specialization: Rural Interdisciplinary Collaborative Services

Infant/Toddler Personnel Grant
Grant No. H029Q50045 (1995–98)

Julie Lee, Project Director
College of Education
Valdosta State University
1500 North Paterson Street
Valdosta, GA 31698-0102
(912) 333-5932

Interdisciplinary Preservice Specialization Project: (IPSP) Training Early Intervention Personnel to Provide Part H Services

Infant/Toddler Personnel Grant
Grant No. H029Q30007 (1993–98)

Elizabeth Straka, Project Director
Department of Communication Sciences and Disorders
593 Aderhold Hall
The University of Georgia
Athens, GA 30602-3622
(706) 542-6093

Idaho Preschool Speech-Language Pathologist (SLP) Project

Infant/Toddler Personnel Grant
Grant No. H029Q30002 (1993–97)

Thomas Longhurst, Project Director
Department of Speech and Audiology
Idaho State University
921 South Eighth Avenue
Pocatello, ID 83209-8046
(208) 236-2204

Personnel for Integrated Early Childhood Environments

Infant/Toddler Personnel Grant
Grant No. H029Q30025 (1993–98)

Michaelene Ostrosky, Project Director
Department of Special Education
University of Illinois
801 South Wright Street
Champaign, IL 61820
(217) 333-0260
Fax: 217-333-6555

Dual Endorsement Training: Early Childhood Special Education and Pre-K/ Kindergarten

Infant/Toddler Personnel Grant
Grant No. H029Q50019 (1995–98)

Marion Panyan, Project Director
Department of Special Education
School of Education and Human Services
Fine Arts Center, Drake University
Des Moines, IA 50311
(515) 271-4124

ACCK Early Intervention Preservice Grant

Infant/Toddler Personnel Grant
Grant No. H029Q30013 (1993–98)

Sharon Rosenkoetter, Project Director
Association Colleges of Central Kansas
210 South Main
McPherson, KS 67460
(316) 241-5150, ext. 116
Fax: 913-432-9947

Establishing A Blended Early Childhood and Early Childhood Special Education Undergraduate Program and Restructuring the Current Early Childhood Special Education Program

Infant/Toddler Personnel Grant
Grant No. H029Q50066 (1995–98)

Barbara Thompson, Project Director
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4954
Fax: 913-864-4149

Preparation of Early Childhood Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q40024 (1994–99)

Vicki Stayton, Project Director
Department of Teacher Education
Western Kentucky University
360 Tate Page Hall
Bowling Green, KY 42101
(502) 745-3899

172

Family Specialization in Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q20102 (1992–97)

Paula Beckman, Project Director
Department of Special Education
1308 Benjamin Building
University of Maryland
College Park, MD 20742
(301) 405-6492

Hopkins Mentor Program: Early Intervention and Early Childhood Special Education Personnel Preparation

Infant/Toddler Personnel Grant
Grant No. H029Q40090 (1994–98)

Janeen Taylor, Project Director
School of Continuing Studies
Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(410) 290-1777

Partnership for Preparation of Early Intervention and Preschool Special Education Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q50062 (1995–98)

Janeen Taylor, Project Director
Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(410) 516-8273

Interdisciplinary Training in Special Needs: A Multicultural Emphasis

Infant/Toddler Personnel Grant
Grant No. H029Q30060 (1993–98)

Allison Gottlieb, Project Director
Eunice Kennedy Shriver Center
200 Trapelo Road
Waltham, MA 02254
(617) 642-0238

Language Intervention Training for Minority Speech-Language Pathologists Serving Infants, Toddlers, and Preschoolers

Infant/Toddler Personnel Grant
Grant No. H029Q20157 (1992–97)

David Luterman, Director
Emerson College
100 Beacon Street
Boston, MA 02116
(617) 824-8500, ext 8306

Training of Speech-Language Pathologists: Young Children of Diverse Cultural Backgrounds Who Are Living in Poverty

Infant/Toddler Personnel Grant
Grant No. H029Q50006 (1995–98)

Barry Prizant, Project Director
Emerson College
100 Beacon Street
Boston, MA 02116
(617) 578-8732

Extended Training for Early Intervention and Preschool Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q40071 (1994–98)

Suzanne Lamorey, Project Director
University of Missouri
310 Jesse Hall
Columbia, MO 65211
(314) 882-7383

Preservice Training of M.A. Level Speech-Language Pathologists to Provide Appropriate Services to Minority Infants, Toddlers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q40002 (1994–99)

Lynda Campbell, Project Director
Department of Communication Disorders
St. Louis University
3750 Lindell Boulevard
St. Louis, MO 63108
(314) 977-2948
Fax: 314-977-3360

Rural Early Intervention Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q20162 (1992–97)

Sue Forest, Project Director
Rural Institute on Disabilities
52 Corbin Hall
The University of Montana
Missoula, MT 59812
(406) 243-5763
Fax: 406-243-2349

Preparation of Rural Early Education Paraprofessionals (Project PREP)

Infant/Toddler Personnel Grant
Grant No. H029Q20010 (1992–97)

Sandra Doctoroff, Project Director
College of Education — 278
University of Nevada
Reno, NV 89557-0029
(702) 784-4961
Fax: 702-784-4997

Early Intervention: Recruiting Minorities/ Preparing Paraprofessionals and Special Educators

Infant/Toddler Personnel Grant
Grant No. H029Q40019 (1994–99)

Lucille Bondwart, Project Director
State University of New York
Buffalo, NY 14209
(716) 878-5429

Personnel Preparation: Early Childhood Special Education in Inclusive Settings

Infant/Toddler Personnel Grant
Grant No. H029Q50027 (1995–98)

Lisa Fleisher, Project Director
New York University School of Education
Shimkin Hall
50 West 4th Street
New York, NY 10003
(212) 998-5460
Fax: 212-995-4049

The Inclusive Early Childhood Teacher Education Project

Infant/Toddler Personnel Grant
Grant No. H029Q40051 (1994–99)

Luanna Meyer, Project Director
Department of Special Education
113 Bowne Hall
Syracuse University
Syracuse, NY 13244
(315) 443-9651

Interdisciplinary Studies in Preschool Education and Development (ISPED): Personnel Preparation Project

Infant/Toddler Grant
Grant No. H029Q20062 (1992–97)

Judith Niemeyer, Project Director
301A Curry Building
School of Education
University of North Carolina at Greensboro
Greensboro, NC 27412
(910) 334-3447
E-mail: niemeyer@dewey.uncg.edu

Master's Program in Early Intervention and Family Support

Infant/Toddler Personnel Grant
Grant No. H029Q20072 (1992–97)

Harriett Boone, Director
Frank Porter Graham Child Development Center
University of North Carolina
105 Smith Level Road, CB # 8180
Chapel Hill, NC 27599-8180
(919) 962-5579
Fax: 919-966-7532

Preparing Speech-Language Pathologists for Working with Infants, Preschoolers, and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q20053 (1992–97)

Joanne Roberts, Director
Division of Speech and Hearing Science.
Wing D Medical School, CB #7190
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-7190
(919) 966-1006
Fax: 919-966-6923

Preparation of Early Intervention Personnel for Rural and Reservation Areas of North Dakota: Project PEIRR

Infant/Toddler Personnel Grant
Grant No. H029Q20153 (1992–97)

Mary McLean, Director
University of North Dakota
Box 8158, University Station
Grand Forks, ND 58202
(701)777-3144
Fax: 701-777-4365

Community-Based Interdisciplinary Team Training of Special Educators, Speech Language Pathologists and Audiologists for Early Intervention and Preschool Roles

Infant/Toddler Personnel Grant
Grant No. H029Q50068 (1995–98)

Philip Safford, Project Director
Kent State University
405 White Hall
Kent, OH 44242
(330)672-2294

Interdisciplinary Infant/Newborn Specialist Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q40056 (1994–99)

Gerald Mahoney, Project Director
Family Child Learning Center
Children's Medical Center
1 Perkins Square
Akron, OH 44308
(216)633-2055
E-mail: gmahoney@kent.edu

Personnel Preparation Early Childhood Special Education Ages 3-5 Itinerant Teacher Services

Infant/Toddler Personnel Grant
Grant No. H029Q50025 (1995–98)

Bill McInerney and Lauri Dinnebel,
Project Co-Directors
University of Toledo
Toledo, OH 43606
(419)530-2284
Fax: 419-530-2284
E-mail: wmciner@uofto2.utoledo.edu

Training Personnel/Education of Preschoolers With Disabilities Program: A Collaborative Model of Personnel for Careers in Special Education

Infant/Toddler Personnel Grant
Grant No. H029Q20048 (1992–97)

Lawrence Johnson, Project Director
Department of ECSE
311 Braunstein Building
University of Cincinnati
Cincinnati, OH 45221
(513)556-3801

Training Students to Serve Preschool Children in a Collaborative Model

Infant/Toddler Personnel Grant
Grant No. H029Q20039 (1992–97)

Patricia Prelock, Director
Department of Communication Science and Disorders
309 Braunstein Building
University of Cincinnati
Cincinnati, OH 45221
(513)556-6924
Fax: 513-556-0128

Interdisciplinary Early Intervention Master's Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q40083 (1994–99)

Diane Bricker, Project Director
Center for Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(541)346-0807
Fax: 541-346-5639

Rural Early Intervention Training Project (REITP)

Infant/Toddler Personnel Grant
Grant No. H029Q30006 (1993–98)

Jane Squires, Project Director
Early Intervention Program
University of Oregon Box 5253
East 18th Avenue
Eugene, OR 97403-5253
(541)346-2634

Training Communication Specialists to Work With Infants and Young Children Who Are At-Risk and Disabled

Infant/Toddler Personnel Grant
Grant No. H029Q20061 (1992–97)

Diane Bricker, Project Director
Center for Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(541) 346-0807
Fax: 541-346-5639

Training Early Intervention School Psychologists

Infant/Toddler Personnel Grant
Grant No. H029Q30023 (1993–97)

Ruth Kaminski, Project Director
School of Psychology Program
College of Education, Room 270
University of Oregon
Eugene, OR 97403
(541) 346-2142

Early Childhood Speciality Certification for School Psychologists

Infant/Toddler Personnel Grant
Grant No. H029Q40026 (1994–99)

Kenneth Thurman, Project Director
College of Education
Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122
(215) 204-6018

Recruiting, Retaining, and Training Early Intervention Personnel From Minority Groups: An Experimental Early Childhood Undergraduate Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q20145 (1992–97)

Philippa Campbell, Director
Allegheny University of Health Sciences
Medical Office Building
Rowland Hall, Suite 403
4190 City Avenue
Philadelphia, PA 19131-1696
(215) 871-2710
Fax: 215-871-2715
E-mail: pip@vn.temple.edu

Training of Paraprofessional to Work With Children Ages Birth to 5 and Their Families

Infant/Toddler Personnel Grant
Grant No. H029Q50048 (1995–98)

Dona Bauman, Project Director
Department of Education
Lehigh Carbon Community College
Schnecksville, PA 18078
(610) 799-1706

Unified Preparation for Better Early Education Teachers (UPBEET)

Infant/Toddler Personnel Grant
Grant No. H029Q30047 (1993–98)

Kenneth Thurman, Project Director
College of Education
Temple University
Broad Street and Montgomery Avenue
Philadelphia, PA 19122
(215) 204-6018

A New Interdisciplinary Program to Prepare Undergraduate Students to Work as Early Intervention Specialists

Infant/Toddler Personnel Grant
Grant No. H029Q40089 (1994–98)

Melanie Jephson, Project Director
Department of Counseling and Special Education
Stephen Austin State University
P.O. Box 13019
Nacogdoches, TX 75962
(409) 568-2906

Graduate Preparation for Personnel to Serve as Early Childhood Special Education Teachers with Emphasis on Retention/ Recruitment, Full Qualifications, Rural Needs, Improving Services for Minority Children, and Training Minority Personnel

Infant/Toddler Personnel Grant
Grant No. H029Q20111 (1992–97)

Wayne Hresko, Director
Department of Special Education
University of North Texas
P.O. Box 13857
Denton, TX 76203
(817) 565-3583
Fax: 817-565-4055

Inclusive Early Childhood Training

Infant/Toddler Personnel Grant
Grant No. H029Q50058 (1995–98)

Keith Turner, Project Director
Department of Special Education
University of Texas
P.O. Box 726
Austin, TX 78712
(512) 471-4161

Preparation of Rural Personnel to Serve Young Children With Disabilities and Their Families: A Multi-University Consortium

Infant/Toddler Personnel Grant
Grant No. H029Q50031 (1995–98)

Sarah Rule, Project Director
Center for Persons with Disabilities
Utah State University
UMC #6845
Logan, UT 84322-6805
(801) 797-1987

Recruitment and Preparation of Personnel Qualified to Serve Young Children With Disabilities

Infant/Toddler Personnel Grant
Grant No. H029Q30020 (1993–97)

Sarah Rule, Project Director
Center for Persons With Disabilities
Utah State University
UMC # 6845
Logan, UT 84322-6805
(801) 797-1987
E-mail: s-rule@edu-usu-cpd2

Early Intervention Concentration at the Graduate Level to Retool Practicing Early Childhood Educators

Infant/Toddler Personnel Grant
Grant No. H029Q50037 (1995–98)

Angela Capone, Project Director
499-C Waterman Building
University of Vermont
Burlington, VT 05405
(802) 656-4031

Essential Early Education Reach Out Program

Infant/Toddler Personnel Grant
Grant No. H029Q30017 (1993–97)

Angela Capone, Project Director
Center for Developmental Disabilities
499-C Waterman Building
University of Vermont
Burlington, VT 05405
(802) 656-4031

Preparation of Community Based Child Care Providers

Infant/Toddler Personnel Grant
Grant No. H029Q50047 (1995–98)

Lee Lauber, Project Director
Washington County Family Center
32 College Street, Suite 100
Montpelier, VT 05602
(802) 828-8765

Collaborative Roles and Responsibilities in Early Intervention/Education: Preparing Personnel for Urgent Challenges and Opportunities

Infant/Toddler Personnel Grant
Grant No. H029Q40044 (1994–97)

Jennifer Kilgo, Project Director
Virginia Institute on Developmental Disabilities
Virginia Commonwealth University
Richmond, VA 23298
(804) 367-1305

Preparing Early Childhood Interventionists to Work With Special Infants and Toddlers and Their Families Including Minority Families

Infant/Toddler Personnel Grant
Grant No. H029Q30062 (1993–97)

Marie Thompson, Project Director
Experimental Education Unit, WJ-10
University of Washington
Seattle, WA 98195
(206) 543-4011

Preparing Personnel to Teach Young ChDPP Infant/Toddler Personnel Grants — Leadership Personnel Grantsildren With Severe Disabilities in Integrated Preschool Classrooms

Infant/Toddler Personnel Grant
Grant No. H029Q40020 (1994–98)

Ilene Schwartz, Project Director
Experimental Education Unit, WJ-10
University of Washington
Seattle, WA 98195
(206) 543-4011

Infants, Toddlers, and Preschool Children Training Program

Infant/Toddler Personnel Grant
Grant No. H029Q20146 (1992–97)

Daryll Bauer, Project Director
College of Education
Marshall University
106 Jenkins Hall
Huntington, WV 25755
(304) 696-2340
Fax: 304-696-6221

Preparing Early Intervention Personnel: A Distance Learning Model

Infant/Toddler Personnel Grant
Grant No. H029Q20132 (1992—7)

Wilfred Wienke, Co-Director
Department of Special Education
University of West Virginia
P.O. Box 6845
Morgantown, WV 26506
(304) 293-3450
Fax: 304-293-7565

Family-Centered, Interdisciplinary Training Program in Early Intervention

Infant/Toddler Personnel Grant
Grant No. H029Q20110 (1992–97)

George Jesien, Director
Waisman Center, Room 225
University of Wisconsin at Madison
1500 Highland Avenue
Madison, WI 53706
(608) 263-7710
Fax: 608-263-0529

Training Teachers of Infants, Toddlers, and Preschoolers At High Risk or Disabled for Employment in Rural Areas

Infant/Toddler Personnel Grant
Grant No. H029Q40063 (1994–97)

David Franks, Project Director
Department of Special Education
University of Wisconsin
Eau Claire, WI 54702
(715) 836-5740

WEIPP: Wisconsin Early Intervention Preservice Project

Infant/Toddler Personnel Grant
Grant No. H029Q50033 (1995–98)

George Jesien, Director
Waisman Center, Room 225
University of Wisconsin at Madison
1500 Highland Avenue
Madison, WI 53706
(608) 263-7710
Fax: 608-263-0529

Post-Doctoral Training in Early Childhood Language: Applied Research and Applications to Practice

Leadership Personnel Grant
Grant No. H029D50062 (1995–99)

Jeanne Wilcox, Project Director
Department of Speech and Hearing
Arizona State University
P.O. Box 780101
Tempe, AZ 85287-0102
(602) 965-9394

Early Childhood Special Education and Services Joint Doctoral Leadership Institute

Leadership Personnel Grant
Grant No. H029D40020 (1994–97)

Marci Hanson, Project Director
College of Education
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132
(415) 338-1630

Interdisciplinary Leadership Training Program

Leadership Personnel Grant
Grant No. H029D50027 (1995–99)

Toni Linder, Project Director
College of Education
University of Denver
Denver, CO 80208
(303) 871-2474

Childhood Hearing Impairment Program: A Ph.D. Training Program for Audiological Specialists in Hearing Impaired Infants, Toddlers, and Preschoolers

Leadership Personnel Grant
Grant No. H029D20076 (1992–97)

Antonia Maxon, Director
Communication Sciences, U-85
University of Connecticut
850 Bolton Road
Storrs, CT 06269-1085
(203) 486-3687
Fax: 203-486-5422
E-mail: maxon@unconnvm.uconn.edu

A Leadership Training Program to Prepare Doctoral-Level Psychologists for a Specialization in Services for Drug-Exposed Infants and Their Families

Leadership Personnel Grant
Grant No. H029D30073 (1993–98)

Kathy Katz, Project Director
Georgetown University Child Development Center
3307 M Street NW
Washington, DC 20007
(202) 687-8778
Fax: 202-687-8899

Spanning Boundaries: Doctoral Leadership Training in Early Intervention

Leadership Personnel Grant
Grant No. H029D30054 (1993–98)

Maxine Freund, Project Director
Department of Teacher Preparation and Special Education
Georgetown University
2134 G Street NW, Suite 416
Washington, DC 20052
(202) 994-1547
Fax: 202-994-3365
E-mail: mfreund@gwis2.circ.gwu.edu

Leadership 2000: A Unified Childhood and Early Childhood Special Eduation Doctoral Program

Leadership Personnel Grant
Grant No. H029D60005 (1996–00)

Vivian Correa, Project Director
Department of Special Education
G315 Norman Hall
University of Florida
Gainsville, FL 32611-7050
(904) 392-0701

Leadership Personnel Preparation in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D40033 (1994–97)

Mary Francis Hanline, Project Director
Department of Special Education
College of Education
Florida State University
Tallahassee, FL 32306

Doctoral Training Program in Families and Disability: Focusing on Transition, Goals 2000, and Multiculturalism in Preparing Special Education Leadership Personnel

Leadership Personnel Grant
Grant No. H029D50053 (1995–99)

Ann Turnbull, Project Director
Department of Special Education
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-7600

Integrated Interdisciplinary Leadership Personnel Training for Early Childhood Language Intervention

Leadership Personnel Grant
Grant No. H029D50007 (1995–98)

Mabel Rice, Project Director
Institute of Life Span Studies
3001 Dole Building
University of Kansas
Lawrence, KS 66045
(913) 864-4570

179

Applied Leadership in Special Education Personnel

Leadership Personnel Grant
Grant No. H029D30009 (1993–97)

Deborah Carran, Project Director
Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(410) 516-8273

Interdisciplinary Personnel Leadership Training Program for Policy Development and Implementation

Leadership Personnel Grant
Grant No. H029D30045 (1993–98)

Royal Walker, Project Director
Institute for Disability Studies
University of Southern Mississippi
Box 5163
Jackson, MS 39406-5163
(601) 266-5163

Interdisciplinary Training for Leadership in Serving Infants, Toddlers, and Preschoolers With Disabilities

Leadership Personnel Grant
Grant No. H029D30080 (1993–98)

Philip Safford, Director
Research and Graduate Studies
Room 233 Lowry Hall, P.O. Box 5190
Kent State University
Kent, OH 44242-0001
(216) 672-2580

Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program

Leadership Personnel Grant
Grant No. H029D40067 (1994–99)

Diane Bricker, Project Director
Center for Human Development
University of Oregon
901 East 18th Avenue
Eugene, OR 97403
(541) 346-0807
Fax: 541-346-5639

Interdisciplinary Preparation of Leadership Personnel in Early Intervention and Prevention of Developmental Disabilties

Leadership Personnel Grant
Grant No. H029D60004 (1996–00)

Louise Kaczmarek, Project Director
Department of Communications
University of Pittsburgh
3600 Forbes Avenue, Suite 500
Pittsburgh, PA 15213
(412) 648-7449
Fax: 412-648-7081
E-mail: kaczmk@pitt.edu

Penn State Collaborative Leadership Program for Early Intervention

Leadership Personnel Grant
Grant No. H029D20032 (1992–97)

John Neisworth, Director
Department of Education and School of Psychology
227 Cedar Building
Penn State University
University Park, PA 16802
(814) 863-2280
Fax: 814-863-7750

Doctoral Leadership Training in Early Childhood Special Education

Leadership Personnel Grant
Grant No. H029D40078 (1994–99)

Ann Kaiser, Project Director
Department of Special Education
Box 328 Peabody College
Vanderbilt University
Nashville, TN 37240
(615) 322-8186

Preparation of Leadership Personnel

Leadership Personnel Grant
Grant No. H029D20062 (1992–97)

Jean Pyfer, Project Director
TWU Station
Box 23717
Texas Womans University
Denton, TX 76208-1717
(817) 898-2576

A Program to Prepare Doctoral-Level Special Educators With an Early Childhood Emphasis Area

Leadership Personnel Grant
Grant No. H029D30013 (1993–98)

Sarah Rule, Project Director
Center for Persons with Disabilities
Utah State University
Logan, UT 84322-6805
(801) 750-1987
E-mail: s-rule@edu-usu-cpd2

Project Hear: Preparation of Teachers to Work With Elementary, Preschool, Multiple Handicapped, or Bilingual Deaf or Hard of Hearing Children

Low-Incidence Grant
Grant No. H029A30023 (1993–98)

Shirin Antia, Project Director
Department of Special Education and Rehabilitation
College of Education
University of Arizona
Tucson, AZ 85721
(520) 621-0944

Visually Impaired Personnel Preparation (VIPP)

Low-Incidence Grant
Grant No. H029A30005 (1993–98)

Jane Erin, Project Director
Department of Special Education and Rehabilitation
College of Education Room 405
P.O. Box 210069
University of ArizonaP.O. Box 210069
Tucson, AZ 85721
(520) 621-0945

Graduate Training of Personnel to Serve Infants and Young Children With Low-Incidence Disabilities

Low-Incidence Grant
Grant No. H029A50034 (1995–98)

Diane Klein, Project Director
California State University
5151 State University Drive
Los Angeles, CA 90032
(213) 343-4400

Masters Training Program in Traumatic Brain Injury, A Comprehensive Neurodevelopmental Perspective

Low-Incidence Grant
Grant No. H029A40028 (1994–98)

Carol Kochhar, Project Director
George Washington University
2121 I Street NW, 6th Floor
Washington, DC 20052
(202) 994-1536

The Preparation of Personnel to Teach Individuals With Severe Disabilities

Low-Incidence Grant
Grant No. H029A30021 (1993–97)

Mary Hanline, Project Director
Florida State University
205 Stone Building, B-172
Tallahassee, FL 32306
(904) 644-4880

The Preparation of Personnel to Teach Individuals With Visual Impairment

Low-Incidence Grant
Grant No. H029A40018 (1994–98)

Sandra Lewis, Project Director
Florida State University
Tallahassee, FL 32306
(904) 644-4880

Training Personnel for the Education of Students With Visual Impairments and/or Deaf-Blind

Low-Incidence Grant
Grant No. H029A30042 (1993–97)

Katherine Heller, Project Director
Georgia State University
Atlanta, GA 30303
(404) 651-2310

Intermountain Hearing Impaired Partnership (I-HIP)

Low-Incidence Grant
Grant No. H029A40023 (1994–99)

Thomas Longhurst, Project Director
Idaho State University
921 8th Avenue
Pocatello, ID 83209
(208) 236-2204

Project Deaf Education

Low-Incidence Grant
Grant No. H029A30013 (1993–97)

Lynn Hayes, Project Director
University of Kansas Medical Center
3901 Rainbow Boulevard
Kansas City, KS 66160
(913) 588-5750

Preparation of Early Intervention Specialists for Services to Children With Deafness and Hearing Loss and Their Families

Low-Incidence Grant
Grant No. H029A60074 (1996–99)

Carol Toncar, Project Director
Special Education Services
RAGS 101 Auditorium Building
Kent State University
Kent, OH 44242
(330) 672-2070

Severe Disabilities — Early Intervention

Low-Incidence Grant
Grant No. H029A50022 (1995–98)

Laurie Dinnebel, Project Director
University of Toledo
2801 Bancroft Street
Toledo, OH 43606
(419) 537-4330

Enhanced Training Program for Teachers of the Deaf

Low-Incidence Grant
Grant No. H029A30031 (1993–97)

Virginia Swisher, Project Director
University of Pittsburgh
350 Thackery Hall
Pittsburgh, PA 15260
(412) 648-7329

Interdisciplinary Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities

Minority Institutions Grant
Grant No. H029E40025 (1994–97)

Gilbert Guerin, Project Director
Division of Special Education and Rehabilitation
San Jose State University
San Jose, CA 95192-0078
(408) 924-3667

Training Interdisciplinary and Minority Educators for Early Childhood Special Education

Minority Institutions Grant
Grant No. H029E50049 (1995–98)

Lynn Hayes, Project Director
University of Kansas Medical Center
3901 Rainbow Boulevard
Kansas City, KS 66160
(913) 588-5750

Development of a Special Education Paraprofessional Preparation Program in a Tribal College Setting

Minority Institutions Grant
Grant No. H029E40049 (1994–99)

Michael Hermanson, Project Director
Department of Education
Salish Kootenai College
Pablo, MT 59855
(406) 675-4800
Fax: 406-675-4801

VENTANAS: Opening Windows of Opportunity for Young Children With Special Needs Through Expanded Training of Minority, Rural, and Other Educators

Minority Institutions Grant
Grant No. H029E30088 (1993–98)

Isaura Barrera, Project Director
Department of Communication Disorders
University of New Mexico
1634 University Boulevard NE
Albuquerque, NM 87131
(505) 277-5018

Medgar Evers College Special Education Teacher Training Program

Minority Institutions Grant
Grant No. H029E30091 (1993–98)

George Morales, Project Co-Director
Education Department
Medgar Evers College
1650 Bedford Avenue
Brooklyn, NY 11225-2298
(718) 270-5794

Minority Personnel Preparation Project

Minority Institutions Grant
Grant No. H029E50038 (1995–98)

Katherine Sheng, Project Director
City University of New York
79 Fifth Avenue
New York, NY 10003
(212) 650-5183

Preparation of Personnel Qualified to Serve Young Children With Disabilities in Puerto Rico

Minority Institutions Grant
Grant No. H029E40033 (1994–98)

Lourdes Gonzales, Project Director
Inter-American University
GPO Box 363255
San Juan, PR 00936
(787) 758-0899

Parent Training and Information Centers (PTIs)

During 1996–97, the H029 competition funded the following 74 PTIs throughout the United States and governing jurisdictions to provide training and information to the families of infants, toddlers, children, and youth with disabilities, and to people who work with these families to enable them to participate more effectively with professionals in meeting the educational needs of children.

Special Education Action Committee, Incorporated (SEAC)
Carol Blades, Project Director
3207 International Drive, Suite C
P.O. Box 161274
Mobile, AL 36616-2274
(334)478-1208
(800)222-7322 (AL only)
Fax: 334-473-7877
E-mail: seacmob1@juno.com

Alaska P.A.R.E.N.T.S. Incorporated
Jenny Walden-Weaver, Project Director
Suite 200
540 West International Airport Road
Anchorage, AK 99518
(907)563-2246
(800)478-7678 (AK only)
Fax: 907-563-2257
E-mail: parents@alaska.net

American Samoa Parent Network
Faanati Penitusi, Project Director
P.O. Box 3432
Pago Pago, AS 96799
(684)633-1323
Fax: 684-633-2408

Pilot Parent Partnerships, Inc.
Mary Slaughter and Judie Walker,
Project Co-Directors
Suite 101
4750 North Black Canyon Highway
Phoenix, AZ 85017-3621
(602)468-3001
(800)237-3007 (AZ only)
Fax: 602-468-3001, (call first)

Arkansas Disability Coalition
Dale Dahmen-Jones, Project Director
3920 Woodland Heights Road
Little Rock, AR 72212
(501)221-1330, (voice/TDD)
(800)223-1330 (AR only)
Fax: 501-221-9067

FOCUS, Inc.
Barbara Semrau, Project Director
305 West Jefferson Avenue
Jonesboro, AR 72401
(870)935-2750
(870)221-1330 (voice/TDD)
Fax: 870-931-3755

Disability Rights Educational/Defense Fund
Pam Steneberg, Project Director
2212 Sixth Street
Berkeley, CA 94710
(510)644-2555
Fax: 510-841-8645
E-mail: DREDFCA@aol.com

Exceptional Parents Unlimited
Marion Karian, Project Director and ICC Chair
4120 North First Street
Fresno, CA 93726
(209)229-2000
Fax: 209-229-2956
E-mail: epul@cybergate.com

Matrix, A Parent Network and Research Center
Deidre Hayden, Project Director
Suite A
555 Northgate Drive
San Rafael, CA 94903
(415)499-3877
Fax: 415-507-9457
E-mail: matrix@marin.k12.ca.us
WWW: marin.org/edu/matrix/

Parents Helping Parents
Lois Jones, Project Director
594 Monterey Boulevard
San Francisco, CA 94127-2416
(415)841-8820
Fax: 415-841-8824

Parents Helping Parents
Mary Ellen Peterson, Project Director
3041 Olcott Street
Santa Clara, CA 95054-3222
(408) 727-5775
Fax: 408-727-0182
E-mail: info@php.com or php@trudy.com

TASK
Joan Tellefsen, Project Director
100 West Cerritos Avenue
Anaheim, CA 92805-6546
(714) 533-8275
Fax: 714-533-2533
E-mail: taskca@aol.com

TASK—San Diego
Richard Miller, Project Director
3750 Convoy Street, Suite 303
San Diego, CA 92111
(619) 874-2386
Fax: 619-874-2375

PEAK Parent Center, Incorporated
Judy Martz, Director
PEAK Parent Center, Inc.
6055 Lehrnan Drive, Suite 101
Colorado Springs, CO 80918
(719) 531-9400
TDD: 531-9403
(800) 284-0251 (CO only)
Fax: 719-531-9452

Connecticut Parent Advocacy Center CPAC)
Nancy Prescott, Project Director
5 Church Lane, Suite #4
P.O. Box 579
East Lyme, CT 06333
(203) 739-3089, (voice/TDD)
(800) 445-2722 (CT only)
Fax: 203-739-7460, call first
E-mail: cpacinc@aol.com
WWW: members.aol.com/cpacinc/cpac.htm

PIC of Delaware, Incorporated
Marie-Anne Aghazadian, Project Director
700 Barksdale Road, Suite 3
Newark, DE 19711
(302) 366-0152
Fax: 302-366-0276

Family Network on Disabilities of Florida, Incorporated
Jan LaBelle, Executive Director
2735 Whitney Road
Clearwater, FL 34620
(813) 523-1130
Fax: 813-523-8687, 800-285-5736
(800) 285-5736
E-mail: fnd@gate.net
WWW: www.gate.net/~fnd

Parents Education Parents—Georgia
Linda Shepard, Manager
PO Box 43663
Atlanta, GA 30336
(770) 732-1122
Fax: 770-732-6050
E-mail: PEPARC@aol.com
WWW: members.aol.com/PEPARC/index.html

AWARE/Learning Distance Association of Hawai'i (LDAH)
Jennifer Schember-Lang, Executive Director
200 North Vineyard Blvd, Suite 310
Honolulu, HI 96817
(808) 536-9684 (voice/TDD)
Fax: 808-537-6780

Idaho Parents Unlimited, Incorporated
Debra Johnson, Executive Director
Parent Educational Resource Center
4696 Overland Road, Suite 478
Boise, ID 83705
(208) 342-5884 (voice/TDD)
(800) 242-4785
Fax: 208-342-1408
E-mail: ipul@rmci.net

Designs for Change
Donald Moore, Project Director
6 North Michigan Avenue, Suite 1600
Chicago, IL 60602
(312) 857-9292
857-1013
800-851-8728 (for IL parents)
Fax: 312-857-9299
E-mail: DFC1@aol.com

Family Resource Center on Disabilities
Charlotte Des Jardins, Project Director
20 East Jackson Boulevard, Room 900
Chicago, IL 60604
(312) 939-3513
Fax: 312-939-7297

Family T.I.E.S. Network
Deb Kunz, Project Director
830 South Spring Street
Springfield, IL 62704
(800) 865-7842
Fax: 217-544-6018
E-mail: ftiesn@aol.com

National Center for Latinos with Disabilities
Maria Elena Rodriguez-Sullivan, Project Director
1921 S. Blue Island
Chicago, IL 60608
(312) 666-3393
Fax: 312-666-1787

Indiana Resource Center for Families with Special Needs (IN*SOURCE)
Richard Burden, Project Director
809 North Michigan Street
South Bend, IN 46601-1036
(219) 234-7101
(800) 332-4433 (voice/TDD) (IN only)
Fax: 219-234-7279
E-mail: insource@inspeced.ccmail.compuserve.com

Iowa Pilot Parents
Cheryl Johnson, Project Director
33 North 12th Street
Fort Dodge, IA 50501
(515) 576-5870
(800) 952-4777 (parents only)
Fax: 515-576-8209
E-mail: stuh100w@wonder.em.cdc.gov

Families Together, Incorporated
Connie Zienkewicz, Project Director
501 Jackson, Suite 400
Topeka, KS 66603
(888) 815-6364
(800) 264-6343 (KS parents only)
Fax: 316-945-7795

Family Training and Information Center
Paulette Logsdon, Project Director
2210 Goldsmith Lane, Suite 118
Louisville, KY 40218
(502) 456-0923, (voice/TDD)
(800) 525-7746
Fax: 502-456-0893
E-mail: frame@msn.com

Program of Families Helping Families of Greater New Orleans: Project PROMPT
Leah Knight, Project Director
UCPA of Greater New Orleans
4323 Division St., Suite 110
Metairie, LA 70124-3179
(504) 888-9111
(800) 766-7736 (parents only)
Fax: 504-888-0246
E-mail: fhfgno@ix.netcome.com

Special-Needs Parent Information (SPIN)
Janice LaChance and Margaret Squires,
Project Co-Directors
P.O. Box 2067
Augusta, ME 04338-2067
(207) 582-2504
(800) 325-SPIN (voice/TDD) (ME only)
Fax: 207 582-3638

Parents' Place of Maryland, Incorporated
Josie Thomas, Project Director
7257 Parkway Drive, Suite 210
Hanover, MD 21076
(410) 712-0900 (voice/TDD)
Fax: 410-712-0902
E-mail: parplace@aol.com

Federation for Children with Special Needs
Artie Higgins, Project Director
95 Berkeley Street, Suite 104
Boston, MA 02116
(617) 482-2915
(800) 331-0688 (MA only)
Fax: 617-695-2939

Citizens Alliance to Uphold Special Education
Sue Pratt, Project Director
3303 West Saginaw Street, Suite F1
Lansing, MI 48917-2303
(517) 886-9167
(800) 221-9105 (MI only)
Fax: 517-886-9775

Parents are Experts: Parents Training Parents Project
Barbara Cardinal and Martha Wilson,
Project Co- Directors
23077 Greenfield Road, Suite 205
Southfield, MI 48075-3744
(810) 557-5070, (voice/TDD)
Fax: 810 557-4456
E-mail: UCPDetroit@aol.com

PACER Center Incorporated
Marge Goldberg and Paula Goldberg,
Project Co-Directors
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
(612) 827-2966, (voice/TDD)
Fax: 612-827-3065
(800) 53-PACER (MN only)
E-mail: mnpacer@edu.gte.net
goldb009@gold.tc.umn.edu
WWW: www.pacer.org

Parent Partners
Aretha Lee, Project Director
3111 North State Street
Jackson, MS 39216
(601) 366-5707, (voice/TDD)
Fax: 601-362-7361

Missouri Parents Act—MPACT
Marianne Toombs, Project Director
2100 South Brentwood, Suite G
Springfield, MO 65804
(417) 882-7473 (voice/TDD)
(800) 743-7634 (MO only)
Fax: 417-882-8413

MPACT—Jefferson City
Kent Kolaga, Project Director
1901 Windriver Drive
Jefferson City, MO 65101
(573) 635-1189
Fax: 573-635-7802
E-mail: Kola0161@mpactcs.coop.cm.org

MPACT— Kansas City Office
Carolyn Stewart, Project Director
3100 Main, Suite 303
Kansas City, MO 64111
(816) 531-7070
(800) 995-3160 (MO only)
Fax: 816-531-4777

MPACT— St. Louis Office
Beth Mollenkam, Project Director
8631 Delmar, Suite 300
St. Louis, MO 63124
(314) 997-7622 (voice/TDD)
(800) 995-3160 (MO only)
Fax: 314-997-5518

Parents Let's Unite for Kids (PLUK)
Katharin Kelker, Project Director
MSU-Billings, SPED Room 267
1500 North 30th Street
Billings, MT 59101-0298
(406) 657-2055
(800) 222-7585 (MT only)
Fax: 406-657-2061
E-mail: PLUKMT@aol.com

Nebraska Parents' Center
Peggy Wallert, Project Director
3610 Dodge Street, Suite 102
Omaha, NE 68131
(402) 346-0525 (voice/TDD)
(800) 284-8520
Fax: 402-346-5253

Nevada PEP
Karen Taycher, Project Director
6910 Edna Avenue
Las Vegas, NV 89117
(702) 248-6711
(800) 216-5188
Fax: 702-367-9812

Parent Information Center
Judith Raskin, Executive Director
151A Manchester Street
P.O. Box 1422
Concord, NH 03302-1422
(603) 224-6299, or -7005
(800) 232-0986 (NH only)
Fax: 603-224-4365

SPAN
Diana Autin and Pamela Kuster,
Co-Executive Directors
35 Halsey Street, 4th Floor
Newark, NJ 07102
(908) 652-8100
800-654-SPAN (NJ only)
Fax: 908-652-8080

EPICS Project
Martha Johnson-Gorospe, Project Director
Southwest Communication Resources
P.O. Box 788
412 Don Tomas
Bernalillo, NM 87004
(505) 867-3396, ext. 4
(800) 767-7320 (voice/TDD) (parents only)
Fax: 505-867-3398
E-mail: swcrat@highfiver.com

Parents Reaching Out (PRO) Project ADOBE
Sallie Van Curen and Larry Fuller,
Project Co-Directors
Campbell Hall, Building 14
1000 A Main Street, NW
Los Lunas, NM 87031
(505) 865-3700
(800) 524-5176 (NM only)
Fax: 505-865-3737
E-mail: sallievc@aol.com

Advocates for Children of New York, Incorporated
Ana E. Espada, Project Director
105 Court Street, 4th Floor
Brooklyn, NY 11201
(718) 624-8450
Fax: 718-624-1260
E-mail: advocat1@idt.com

Parent Network Center (PNC)
Joan Watkins, Project Director
250 Delaware Avenue
Buffalo, NY 14202-1515
(716) 853-1570, 716-853-1573
(800) 724-7408 (NY only)
Fax: 716-853-1574

Resources for Children With Specials Needs
Karen Schlesinger, Project Director
200 Park Avenue South, Suite 816
New York, NY 10003
(212) 677-4650
Fax: 212-254-4070

Exceptional Children's Assistance Center
Connie Hawkins and Mary LaCorte,
Project Co-Directors
121 Depot Street
P.O. Box 16
Davidson, NC 28036
(704) 892-1321
(800) 962-6817 (NC only)
Fax: 704-892-5028
E-mail: ECAC1@aol.com

Pathfinder Family Center
Kathryn Erickson, Project Director
Arrowhead Shopping Center
16th and 2nd Avenue, SW
Minot, ND 58701
(701) 852-9426
Fax: 701-838-9324
E-mail: ndpath01@minot.ndak.net
WWW: www.ndcd.org/pathfinder

Child Advocacy Center
Cathy Heizman, Executive Director
1821 Summit Road, Suite 303
Cincinnati, OH 45237-2822
(513) 821-2400, (voice/TDD)
Fax: 513-821-2442
E-mail: CADCenter@aol.com

Ohio Coalition for the Education of Children with Disabilities (OCECD)
Margaret Burley, Project Director
Children With Disabilities
Bank One Building
165 West Center Street, Suite 302
Marion, OH 43302-3741
(614) 382-5452, (voice/TDD)
(800) 374-2806 (OH only)
Fax: 614-383-6421

Parents Reaching Out in Oklahoma PRO-OK
Sharon Bishop, Project Director
1917 South Harvard Avenue
Oklahoma City, OK 73128
(405) 681-9710, (voice/TDD)
(800) PL94-142 (parents only)
Fax: 405-685-4006
E-mail: prook1@aol.com

Oregon COPE Project, Incorporated
Jill Crawford, Project Director
999 Locust Street NE
Salem, OR 97303
(508) 581-8156, (voice/TDD)
Fax: 503-391-0429
E-mail: orcope@open.org

Parent Education Network
Louise Thieme, Project Director
333 East 7th Avenue
York, PA 17404
(717) 845-9722, (voice/TDD)
(800) 522-5817 (PA only)
(800) 441-5028 (Spanish)
Fax: 717-848-3654

Parents Union for Public Schools
Janet Lonsdale, Project Director
311 South Juniper Street, Suite 602
Philadelphia, PA 19107
(215) 546-1166
Fax: 215-731-1688
E-mail: CDavis@aol.com

Asociación de Padres Pro-Bienestar de Niños con Impedimentos de Puerto Rico, Incorporated
Carmen Selles de Vila, Project Director
P.O. Box 21301
San Juan, PR 00928
(787) 763-4665, (voice/TDD)
Fax: 787-765-0345

Rhode Island Parent Information Center (RIPIN)
Deanna Forist, Project Director
500 Prospect Street
Pawtucket, RI 02860
(401) 727-4144
TDD: (401) 727-4151
(800) 464-3399 (RI only)
Fax: 401-727-4040 (indicate RIPIN on cover sheet)

PRO-PARENTS
Mary Eaddy, Project Director
2712 Middleburg Drive, Suite 102
Columbia, SC 29204
(803) 779-3859, (voice/TDD)
(800) 759-4776 (SC parents only)
Fax: 803-252-4513
E-mail: PROParents@aol.com

South Dakota Parent Connection
Monica Degen, Project Director
3701 West 49th, Suite 200 B
Sioux Falls, SD 57106
(605) 361-3171
Fax: 605 361-2928
(800) 640-4553 (SD only)
E-mail: jdiehl@sdparentconnection.com
WWW: www.dakota.net/sdpc

Support and Training for Exceptional Parents (STEP)
Nancy Diehl, Project Director
424 East Bernard Avenue, Suite 3
Greeneville, TN 37745
(423) 639-0125
636-8217 (TDD)
(800) 280-STEP (TN only)
Fax: 423-636-8217
E-mail: tnstep@aol.com

Project PODER
Yvette Hinojosa, Project Director
2300 West Commerce, Suite 205
San Antonio, TX 78207
(210) 222-2637 (voice/TDD)
(800) 682-9747 (TX only) (voice/TDD)
Fax: 210-222-2638
(800) 468-9747 (TX only)

PATH Project
Janice Meyer, Project Director
Partners Resource Network, Inc.
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4889
(409) 898-4684, or -4816
(800) 866-4726
Fax: 409-898-4869
E-mail: TXPRN@juno.com
WWW: www.salsa.net/~path

Utah Parent Center (UPC)
Helen Post, Project Director
2290 East 4500 South, Suite 110
Salt Lake City, UT 84117
(801) 272-1051
272-1067 (Spanish)
(800) 468-1160 (UT only)
Fax: 801-272-8907
E-mail: upc@inconnect.com

Vermont Parent Information Center (VPIC)
Connie Curtin, Project Director
The Chace Mill
1 Mill Street, Suite A7
Burlington, VT 05401
(802) 658-5315 (voice/TDD)
(800) 639-7170 (VT only)
Fax: 802-658-5395
E-mail: vpic@together.net
WWW: www.together.net/~vpic

Parent Educucation Advocacy Trainingg Center (PEATC)
Cherie Takemoto, Project Director
10340 Democracy Lane, Suite 206
Fairfax, VA 22030
(703) 691-7826, (voice/TDD)
Fax: 703-691-8148
(800) 869-6782 (VA parents only)
E-mail: peatcinc@aol.com
WWW: members.aol.com/peatcinc.index.htm

VI FIND
Catherine Glenn, Project Director
2 Nye Gade
St. Thomas, VI 00802
(809) 775-3962
774-1642 (TDD)
Fax: 809-775-3962

Specialized Training of Military Parents (STOMP)
Heather Hebdon, Project Director
10209 Bridgeport Way SW, Suite A5
Tacoma, WA 98499-2327
(253) 588-1741, (voice/TDD)
(800) 298-3543
Fax: 253-984-7520
E-mail: wapave9-2@idt.net
WWW: www.idt.net/~wapave9

Washington PAVE
Joanne Butts, Project Director
6316 South 12th Street
Tacoma, WA 98465-1900
(206) 565-2266, (voice/TDD)
Fax: 206-566-8052
E-mail: wapave9@idt.net
WWW: www.idt.net/~wapave9

West Virginia Parent Training and Information Project (WVPTI)
Pat Haberbosch, Project Director
371 Broddus Avenue
Clarksburg, WV 26301
(304) 624-1436, (voice/TTD)
Fax: 304-624-1438
E-mail: ljosie@aol.com

Parent Education Project of Wisconsin, Incorporated (PEP-WI)
Patrice Colletti, Executive Director
2192 South 60th Street
West Allis, WI 53219-1568
(414) 328-5520
328-5525
(800) 231-8382
Fax: 414-328-5530
E-mail: colletti@omnifest.uwm.edu

Wyoming Parent Information Center (PIC)
Terri Dawson, Project Director
5 North Lobban
Buffalo, WY 82834
(307) 684-2277, (voice/TDD)
(800) 660-WPIC (WY only)
Fax: 307-684-5314

Alaska's Early Intervention Home-Based Personnel Preparation Program

Preservice Personnel Training Grant
Grant No. H029G60181 (1996–99)

Karen Ward, Project Director
Center for Human Development
University of Alaska/Anchorage
2330 Nichols Street
Anchorage, AK 99508
(907) 272-8270

Interprofessional Preservice Training for Careers in Early Education and Care Settings Serving Infants, Toddlers, and Preschoolers with Disabilities

Preservice Personnel Training Grant
Grant No. H029G60110 (1996–99)

Jeanne Wilcox, Project Director
Speech and Hearing Science
P.O. Box 870102
Arizona State University at Tempe
Tempe, AZ 85287-0102
(602) 965-9397

Great Beginnings

Preservice Personnel Training Grant
Grant No. H029G60182 (1996–99)

Judith Whichard, Project Director
Office of Institutional Grants
Aims Community College
5401 West 20th Street
Greeley, CO 80632
(970) 223-6745

Preservice Training of Pediatric Residents (Component 2) and Early Interventionists (Component 3)

Preservice Personnel Training Grant
Grant No. H029G60103 (1996–99)

Mary Beth Bruder, Project Director
School of Medicine
University of Connecticut Health Center
263 Farmington Avenue
Farmington, CT 06032
(860) 679-4632
E-mail: bruder@nso1.uchc.edu

CASEI Project: Consultation and Administration Specialists in Early Intervention

Preservice Personnel Training Grant
Grant No. H029G60203 (1997–99)

Michaelene Ostrosky, Project Director
Department of Special Education
288 Education Building
University of Illinois
1310 South 6th Street
Champaign, IL 61820
(217) 333-0260

Distance Education in Assistive Technology for Speech Language Pathologists, Occupational Therapists, and Physical Therapists and Early Intervention and Preschool Personnel

Preservice Personnel Training Grant
Grant No. H029G60207 (1996–99)

Gary Adamson, Project Director
RIATT Special Education
University of New Mexico
Albuquerque, NM 87131
(505) 272-3500

Conceptualizers, Instructors, Listeners: Preparing Infant-Toddler Early Interventionists in North Carolina

Preservice Personnel Training Grant
Grant No. H029G60072 (1996–99)

Suzanne Lamorey, Project Director
Department of Teaching Specialties
University of North Carolina
9201 University City Boulevard
Charlotte, NC 28223
(704) 547-2531

Preparing Speech-Language Pathologists to Support Preschool Children With Communication Disorders in Their Transition to School

Preservice Personnel Training Grant
Grant No. H029G60249 (1997–00)

Joanne Prendeville, Project Director
Communication Science and Disorders
332 Braunstein Hall — ML0379
University of Cincinnati
Cincinnati, OH 45221
(513) 556-4480

TOPS: Training Oklahoma Providers of Service: Special Education, Related Services, Early Intervention, and Preschool

Preservice Personnel Training Grant
Grant No. H029G60186 (1996–99)

Lyonda Martin, Project Director
University Affiliated Program
Oklahoma University Health Sciences Center
P.O. Box 26901, ROB 342
Oklahoma City, OK 73190
(405) 271-4500

Preparing Speech-Language Pathologists for Early Intervention: A Family-Centered, Interdisciplinary Approach

Preservice Personnel Training Grant
Grant No. H029G60169 (1996–99)

Hiram McDade, Project Director
Department of Speech Pathology
University of South Carolina
901 Sumter Street
Columbia, SC 29208
(803) 777-7093

Preparation of Audiologists to Serve Infants, Toddlers, and Preschool-Age Children

Preservice Personnel Training Grant
Grant No. H029G60048 (1996–99)

Fred Bess, Project Director
Division of Hearing and Speech Science
School of Medicine
Vanderbilt University
21st Avenue S
Nashville, TN 37232
(615) 322-4099

Grant for Preservice Personnel Preparation for Careers in Special Education, Related Services — RCE & ECE Intervention and Preschool

Preservice Personnel Training Grant
Grant No. H029G60109 (1996–99)

Millicent Kushner, Project Director
Office of Sponsored Projects
University of Texas at Austin
P.O. Box 7726
Austin, TX 78713
(512) 471-6424

Personnel Training in Pediatric Rural Rehabilitation

Preservice Personnel Training Grant
Grant No. H029G60151 (1996–99)

Linda Thibodeau, Project Director
Program in Communication Disorders
Callier Center for Communication Disorders
University of Texas at Dallas
Richardson, TX 75080
(214) 883-2313

Preparing Special Educators with Expertise in Early Literacy Instruction: Translating Research Into Practice

Preservice Personnel Training Grant
Grant No. H029G60250 (1996–99)

Janie Hodge, Project Director
Sponsored Programs
Box 345702 — 300 Brackett Hall
Clemson University
Clemson, SC 29634
(864) 656-1613

Preparing Early Intervention Personnel: An Interdisciplinary Services Model

Preservice Personnel Training Grant
Grant No. H029G60239 (1996–9)

Wilfred Wienke, Project Director
West Virginia University
P.O. Box 6845
Morgantown, WV 26506
(304) 293-3450

Southwestern Orientation and Mobility Preparation Program

Related Services Personnel Grant
Grant No. H029F40023 (1994–99)

Jane Erin, Project Director
Department of Special Education and Rehabiliation
College of Education
University of Arizona
Tucson, AZ 85721
(602) 621-0945

Related Service Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities

Related Services Personnel Grant
Grant No. H029F30017 (1993–97)

Gilbert Guerin, Project Director
Division of Special Education and Rehabilitative Services
San Jose State University
San Jose, CA 95192-0078
(408) 924-3667

Transdisciplinary, Interagency and Family Centered Model for Promoting Early Childhood Specialization in Psychology

Related Services Personnel Grant
Grant No. H029F50031 (1995–98)

Susan Epps, Project Director
Division of Psychology
P.O. Box 269
University of Delaware
Wilmington, DE 19899
(302) 651-4558

School Psychologists in Early Childhood Services (SPECS) Training Project

Related Services Personnel Grant
Grant No. H029F40081 (1994–99)

Carla Peterson, Project Director
Department of Human Development and Family Studies
101 Child Development Building
Iowa State University
Ames, IA 50011
(515) 295-3040

University of Kansas School Psychology/ Early Childhood Special Education Personnel Preparation Project

Related Services Personnel Grant
Grant No. H029F40046 (1994–99)

Jeanne Kleinhammer, Project Director
Institute of Life Span Studies
University of Kansas
3001 Dole Building
Lawrence, KS 66045
(913) 864-4950

Wichita State University School of Psychology Early Intervention Project

Related Services Personnel Grant
Grant No. H029F30039 (1993–97)

Nancy McKellar, Project Director
College of Education
Wichita State University
1845 Fairmount
Wichita, KS 67260-0123
(316) 978-6385

Graduate Program in Infant/Young Child Mental Health for Related Services Personnel

Related Services Personnel Grant
Grant No. H029F30061 (1993–97)

Lawrence A. Larsen, Project Director
100 Whitehead Hall
Johns Hopkins University
3400 North Charles Street
Baltimore, MD 21218
(410) 516-8273

Training School Psychologists to Work in Rural Areas to Facilitate Parent Involvement

Related Services Personnel Grant
Grant No. H029F40064 (1994–96)

Carl Narrett, Project Director
Division of School Psychology
Alfred University
26 North Main Street
Alfred, NY 14802
(607) 871-2212

Preparation of Physical Therapists for Public Schools and Early Intervention Programs

Related Services Personnel Grant
Grant No. H029F30020 (1993–97)

Irene R. McEwen, Project Director
Department of Physical Therapy
P.O. Box 26901
University of Oklahoma Science Center
Oklahoma City, OK 73190
(405) 271-2131, Ext. 141

193

BEST COPY AVAILABLE

Advanced Training for Occupational Therapists To Provide Related Services To Infants and Toddlers and Their Families

Related Services Personnel Grant
Grant No. H029F30044 (1993–97)

Janice Burke, Project Director
College of Allied Health Sciences
Thomas Jefferson University
130 South Ninth Street, Suite 820
Philadelphia, PA 19107
(215) 503-9606

Interdisciplinary Related Services Training: An Expanded Approach to Inclusive and Family-Centered Early Intervention

Related Services Personnel Grant
Grant No. H029F40071 (1994–97)

Ann Cox, Project Director
Department of Developmental Disabilities
Virginia Commonwealth University
Richmond, VA 23298
(804) 225-3876

Preparation of Related Services Personnel: Preservice Training of Occupational Therapists to Provide Services to Children With Emotional and Behavioral Disorders

Related Services Personnel Grant
Grant No. H029F40013 (1994–97)

Jean Deitz, Project Director
Department of Rehabilitative Medicine
University of Washington
Box 345490
Seattle, WA 98195
(206) 685-7412

Preparation of Consultants to Serve Minority Preschool Children Through Teacher and Parent Consultees

Related Services Personnel Grant
Grant No. H029F30031 (1993–97)

Thomas Kratochwill, Project Director
Wisconsin Center for Education Research
University of Wisconsin
750 University Avenue
Madison, WI 53706
(608) 263-4741

Preparation of Communication Disorder Specialists — Early Intervention With Children Birth to 5

Special Educators Grant
Grant No. H029B30150 (1993–97)

Gloria Weddington, Project Co-Director
San Jose State University
P.O. Box 720130
San Jose, CA 95172
(408) 924-3699

Childhood Hearing Impairment Program: An M.A. Training Program for Audiological Specialists in Hearing Impaired Infants, Toddlers, and Preschoolers

Special Educators Grant
Grant No. H029B40215 (1994–98)

Antonia Brancia Maxon and Marion Cohen,
Project Co-Directors
Communication Sciences, U-85
University of Connecticut
850 Bolton Road
Storrs, CT 06269
(860) 486-3687
E-mail: maxon@unconnvm.uconn.edu
and cohenm@unconnvm.uconn.edu

Early Childhood Special Education Master's Degree/Endorsement

Special Educators Grant
Grant No. H029B30214 (1993–97)

Liz Rothlein, Project Director
School of Education
University of Miami
P.O. Box 248065
Coral Gables, FL 33124
(305) 284-2102

The University of Georgia Development and Behavior Disabilities Personnel Preparation Project

Special Educators Grant
Grant No. H029B40130 (1994–99)

David Gast, Project Director
Department of Special Education
University of Georgia
621 Boyd
Athens, GA 30602
(706) 542-5069

Specialized Training Program in Audiologic Aspects of Early Intervention

Special Educators Grant
Grant No. H029B40054 (1994–99)

Richard Hurtig, Project Director
Department of Speech Pathology and Audiology
119 WJSCH
University of Iowa
Iowa City, IA 52242
(319) 335-8718

Preparing Early Childhood Educators as Specialists in Emotional and Behavioral Disorders

Special Educators Grant
Grant No. H029B50106 (1995–98)

M. L. Hemmeter, Project Director
105 Kinkead Hall
University of Kentucky
Lexington, KY 40506
(606) 257-7905

M.A. Communication Disorders Graduate Program

Special Educators Grant
Grant No. H029B40024 (1994–97)

Susan Riley, Project Director
Department of Communication Disorders
5751 Coburn Hall
University of Maine
Orono, ME 04469
(207) 581-2014

Training for Infant/Family Specialists for Infants/Toddlers at Multiple Risk for Disability

Special Educators Grant
Grant No. H029B30046 (1993–97)

Paula Beckman, Project Director
Department of Special Education
University of Maryland
1308 Benjamin Building
College Park, MD 20742
(301) 405-6492

Master's Program in Early Childhood Special Education

Special Educators Grant
Grant No. H029B40059 (1994–99)

Paula Beckman, Project Director
Department of Special Education
Room 2100 Lee Building
University of Maryland
College Park, MD 20742
(301) 405-6492

Master's Program in Urban Early Childhood Special Education

Special Educators Grant
Grant No. H029B30059 (1993–97)

Beth Harry and Joan Lieber, Project Co-Directors
Department of Special Education
Room 2100 Lee Building
University of Maryland
College Park, MD 20742
(301) 405-6465

An Interdisciplinary Approach to Training M.A. Level Speech-Language Pathologists to Work With Disabled Preschool Children

Special Educators Grant
Grant No. H029B30066 (1993–97)

Brian Goldstein, Project Director
St. Louis University
221 North Grand Boulevard
St. Louis, MO 63103
(314) 542-4072

Special Physical Education Consulting Teacher in Rural America: Programmatic Improvements

Special Educators Grant
Grant No. H029B30092 (1993–97)

Ronald Croce, Project Director
Center for Health Promotion
107 Service Building
University of New Hampshire
Durham, NH 03824
(603) 862-2080

Manhattan College Project in Adapted Physical Education

Special Educators Grant
Grant No. H029B30031 (1993–96)

William Merriman, Project Director
School of Education
Manhattan College
4513 Manhattan College Parkway
Bronx, NY 10471
(718) 862-8000

Professional Preparation in Adapted Physical Education: Early Childhood Emphasis

Special Educators Grant
Grant No. H029B40037 (1994–98)

Joseph Winnick, Project Director
Department of Physical Education and Sport
State University of New York
Brockport, NY 14420
(716) 395-2383

Preschool Speech-Language Pathology Personnel Preparation Grant

Special Educators Grant
Grant No. H029B30061 (1993–97)

Barbara Benjamin, Project Director
Special Education Department
University of Toledo
2801 West Bancroft Street
Toledo, OH 43606
(419) 537-4723

Family Centered Personnel Preparation: From Rhetoric to Reality

Special Educators Grant
Grant No. H029B50177 (1995–98)

J. Kilgo, Project Director
Virginia Commonwealth University
Richmond, VA 23298
(804) 828-1305

Preschool Integration Project: Development and Implementation of a Training Model for School District and Community Personnel

Special Projects Grant
Grant No. H029K20118 (1992–97)

Jeanne Wilcox, Project Director
c/o Research and Creative Activities
Arizona State University
Tempe, AZ 85287
(602) 965-9397

Training in Interdisciplinary Collaboration to Integrate Assistive Technology Across the Early Childhood Curriculum

Special Projects Grant
Grant No. H029K40092 (1994–97)

Jeanne Wilcox, Project Director
Research and Creative Activities
Department of Speech and Hearing Sciences
Arizona State University
Tempe, AZ 85287
(602) 965-9397

CRAFT: Culturally Responsive and Family-Focused Training

Special Projects Grant
Grant No. H029K30161 (1993–98)

Deborah Chen and Linda Brekken,
Project Co-Directors
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8265
(818) 677-4604

Development, Field Test, and Evaluation of a CD-R Prototype for Nonaversive Behavior Intervention for Young Children

Special Projects Grant
Grant No. H029K50094 (1995–98)

Charles Campbell, Project Director
School of Education
Valdosta State University
Valdosta, GA 31698
(912) 333-5932

Na Lei Kamali'i (Special Young Child)

Special Projects Grant
Grant No. H029K30013 (1993–97)

Linda McCormick, Project Director
University Affiliated Program
University of Hawai'i
1776 University Avenue, UA4-6
Honolulu, HI 96822
(808) 956-4459

Project TRIAD: Relationships as the Foundation of Early Intervention Efficacy: A Curriculum to Assist Trainers of Early Intervention Personnel

Special Projects Grant
Grant No. H029K60102 (1996–99)

Jeanette McCollum, Project Director
College of Education
109 Cobe Hall
University of Illinois
801 South Wright Street
Champaign, IL 61820
(217) 333-0260

Right from the Start: Partners in Education

Special Projects Grant
Grant No. H029K60023 (1996–99)

Sharon Rosenkoetter, Project Director
Department of Special Education
Associated Colleges of Central Kansas
105 East Kansas Avenue
McPherson, KS 67460
(316) 241-7754

Building Bridges: An Inservice Education Program for Speech-Language Pathologists, Audiologists, and Preschool Personnel

Special Projects Grant
Grant No. H029K30080 (1993–97)

Dawn C. Ellis, Project Director
Professional Practices Department
American Speech Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700, ext. 108

Project MEET: Innovative Models and Effective Educational Tools to Prepare Personnel to Serve Children With Severe Communication and Multiple Disabilities

Special Projects Grant
Grant No. H029K60091 (1996–99)

Diane Brown, Project Director
Professional Practices Department
American Speech Language Hearing Association
10801 Rockville Pike
Rockville, MD 20852
(301) 897-5700

Child Abuse Prevention: An Innovative Training Model for Early Childhood Professionals Working With Families At Risk for Maltreatment Who Have Children With Disabilities

Special Projects Grant
Grant No. H029K20094 (1992–97)

Paula Goldberg, Project Director
4826 Chicago Avenue S
Pacer Center
Minneapolis, MN 55417-1055
(612) 827-2966
Fax: 612-827-3065

Culture, Families, and Augmentative and Alternative Communication Impact: A Multimedia Instructional Program for Related Services Personnel and Family Members

Special Projects Grant
Grant No. H029K50072 (1995–98)

Phil Parette, Project Director
Department of Teacher Education
Southeast Missouri State University
One University Plaza
Cape Girardeau, MO 63701-4799
(573) 651-5048

Preservice Training for Early Childhood Special Education and Early Intervention Professionals

Special Projects Grant
Grant No. H029K40025 (1994–97)

Kathleen Gallagher, Project Director
Department of Special Education
College of Education
University of Montana
Missoula, MT 59812
(406) 243-2427

An Early Intervention Training Curriculum on Parent-Child Relationships

Special Projects Grant
Grant No. H029K60069 (1996–99)

Robert Pianta, Project Director
Curry School and Medical School
173 Ruffner Hall
University of Virginia
Charlottesville, VA 22903
(804) 983-5483

Interdisciplinary Training Model for Inclusion Specialists

Special Projects Grant
Grant No. H029K40086 (1994–97)

Maribeth Gettinger, Project Director
Waisman Center
750 University Avenue
Madison, WI 53706
(608) 265-3474
Fax: 573-651-2410
E-mail: pparette@semovm.semo.edu

Project COMP-CARE: Preparing Personnel to Create Competent and Caring Early Childhood Environments Responsive to Diversity in Special Projects Grant

Special Projects Grant
Grant No. H029K50132 (1995–98)

Isaura Barrera, Project Director
Department of Special Education
College of Education
29 Hokona Hall
University of New Mexico
Albuquerque, NM 87131
(505) 277-7243

Development and Evaluation of a Program to Teach Naturalistic Early Intervention Strategies to Personnel in Inclusive Environments

Special Projects Grant
Grant No. H029K50148 (1995–98)

Sarah Rule, Project Director
Utah State University
UMC 6845
Logan, UT 84322-6805
(801) 797-1987
E-mail: s-rule@edu-usu-cpd2

State Education Agency Program

State Education Agency Grant
Grant No. H029H40029 (1994–99)

Ann Marek, Project Director
Nevada Sea
400 West King Street
Carson City, NV 89710
(702) 687-3140

Indexes

Index A: Index to Projects
by Program Category 185

Index B: Index to Projects
by State or Jurisdiction 197

Index A

This index references project listings by program category or type. Projects funded under the Early Education Program for Children with Disabilities (EEPCD) and projects grouped in this *Directory* as Research Grants and as Personnel Preparation Grants are organized alphabetically by competition type. Within competition, projects are organized alphabetically by state, and within each state, alphabetically by project title. Page references give the page number on which the project listing appears, its placement on the page (A = left column, B = right column) and, where appropriate, its sequence within the column (1, 2, 3, etc.).

Early Education Program for Children With Disabilities (EEPCD)

DEMONSTRATION PROJECTS

A Training and Consultation System for the Long-Distance Delivery of Family-Based Intensive Early Intervention to Young Children With Autism 85A

A Family-Centered NICU Model 85B

The Colorado Family Project 86A

Integrating Daily Activities 86B

Project Access: A Model for Capitated Early Intervention Transdisciplinary Habilitative Services 87A

Early Childhood Collaborative Service Delivery Model 87B

Developmental Access Through Primary Care: DAP Care Model 88A

Developmentally Appropriate Play-Based Early Intervention/Education for Young Children With Disabilities (Project Play) 88B

Individualized Support for Young Children With Severe Problems in Communication and Behavior 89A

A Model for Early Treatment of Toddlers With Autism 89B

Project Kako'o 90A

The Early Childhood Interactive Technology Literacy Curriculum Project (ITLC) 90B

Expressive Arts Project 91A

SPARK! Skills Promoted Through Arts, Reading and Knowledge 91B

Development, Testing, and Dissemination of Nonaversive Techniques for Working With Children With Autism 92A

The RIDE Project (Reaching Individuals With Disabilities Early) 92B

Project Child Care 2000 — Enhanced Child Care Resource and Referral Services for Children With Low-Incidence Disabilities 93A

Building Inclusion in the Early Childhood Classroom Through the Use of Cultural Sensitivity and the Use of Assistive Technology 93B

A Mechanism to Utilize Integrated Early Intervention Teams for Infants and Toddlers With Multiple Disabilities 94A

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children With Disabilities for Success in Early Elementary School 94B

Beyond the Barriers: Enhancing Community Options for Families of Young Children 95A

Transitioning Young, Culturally Diverse Children With Disabilities Into the General Education Setting 95B

Project SELF (Supports for Early Learning Foundations) 96A

Let's Play! Project 96B

Building Community Resources Project 97A

Multiple Risk Associated With Prenatal HIV — Project RISK 97B

Developmentally Appropriate Practices for Preschool Children With Disabilities 98A

Using Innovative Technologies With Children With Disabilities in Developmentally Appropriate Practice Preschool Programs 98B

Functional Problem Solving Skills 99A

Building Community Supports: A Family-Centered Preschool 99B

Project TIES: Toward Inclusion in Early Education 100A
PARTners Plus — A Model of Respite Care Designed, Implemented, and Evaluated by Families 100B
Supporting Literacy Development in Young Children With Disabilities: A Comprehensive Interactive Emergent Literacy Curriculum for Preschoolers 101A
Supporting Neurobehavioral Organizational Development in Infants With Disabilities: The Neurobehavioral Curriculum for Early Intervention 101B
Portage Project Demonstration Model 102A

INSERVICE PROJECTS

Project REALIGN 102B
Short- and Long-Term Solutions for Interdisciplinary Teaming and Inservice Training for Paraprofessionals 103A
Inservice Training Grant That Develops, Delivers, Evaluates, and Disseminates an Inservice Training Model for Teams of Collaborating Public School and Head Start Preschool Teachers 103B
Interagency Coordinating Council (ICC) Parent Training and Technical Assistance Project 104A
Child Care Plus+: A Competency-Based Inservice Training Model to Strengthen the Role of the Early Childhood Paraprofessional as a Member of the Early Intervention Team 104B
The Confluences Inservice Project: Collaborative Influences For Excellent Services 105A
Enhancing Resilience and Adaptation: The E.R.A. Project 105B
SEED Inclusion Training Project 106A
Carolina Model Inservice Training Project 106B
Collaborative Inservice Training: Applying Developmentally Appropriate Practice, Recommened Practice, and Family-Centered Services to Early Childhood and Early Childhood Special Education Programs 107A
Inservice Training for Child Care Personnel and Early Intervention Professionals in Early Education 107B
The Core Competency Project: A Statewide Systems Approach to the Inservice Preparation of EI/ECSE Personnel 108A
Serving Young Children With ADHD: A Management and Prevention Program (MAP) .. 108B
Philadelphia Family Network 109A
Providing Accessible Statewide Training for Practicing Paraprofessionals Working With Infants, Toddlers, and Preschoolers Who Are Deaf or Hard of Hearing and Their Families 109B
Creating Quality Home Care Environments for Young Children With Disabilities 110A
Inservice Training for Staff Serving Young Children With Disabilities and Limited English Proficiency: Constructive Interaction Around Books and Play 110B
Sensory Impairment Training to Upgrade Professional's Skills 111A

OUTREACH PROJECTS

E.X.C.E.P.T.I.O.N.A.L. Challenge Project 111B
The Spectrum Project — Families and Teams Together: Improving Information Sharing and Program Planning Processes 112A
LEAP Outreach 112B
Participate Outreach 113A
Western Regional Faculty Institute for Training (WRFIT) 113B
Niños Especiales Outreach Project for Preschool-Age Children 114A
Access for All: Collaboration for Comprehensive Child Care for Deaf and Hearing Preschoolers and Their Families 114B
Project TLC: Technology-Learning-Collaboration National Outreach Project 115A
Pacific Outreach Project to Provide and Improve Services for Culturally Diverse Children Ages Birth to 8 With Disabilities Using a Family-Centered, Transdisciplinary, Transagency Service Model 115B
Family and Child Transitions Into Least Restrictive Environment (FACTS/LRE) 116A
PIWI Outreach: Facilitating Development Through Parent-Infant Play Groups 116B
TTAP Outreach: Technology Team Assessment Process 117A
Circle of Inclusion Outreach Project: Inclusion for Young Children With Severe Disabilities in Community Programs 117B
Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments 118A
Project STAIRS Outreach Project 118B
Project STEPS: National Outreach 119A
Earliest Intervention: Setting the Stage for Success 119B

Project Dakota Outreach to Disseminate and Replicate Family-Centered, Community-Based Early Intervention Practices 120A
A Replication and Dissemination of a Model of Inservice Training and Technical Assistance to Prevent Challenging Behaviors in Young Children With Disabilities 120B
Child Care plus+: An Outreach Project Providing Training and Technical Assistance to Child Care and Preschool Programs 121A
Project COACH Outreach: Transdisciplinary Consultation/Coaching Training for Building Infant/Toddler Teams and Linking to Part B to Promote Services to Natural Environments Outreach Project 121B
CO-TEACH Early Intervention Outreach Project 122A
Project Ta-kós Outreach 122B
Family Enhancement Project 123A
Project SEARCH — Systems Effects of the Acquisition of Response Contingent Human Behavior 123B
Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators) 124A
SIFT-OUT: Training for Systems Change in Early Intervention 124B
COACT Team Training Outreach 125A
Creating Systems Change to Improve Services to Young Children With Disabilities: An Outreach Project 125B
The Family Consultant Training Model 126A
Infant Child Monitoring Questionnaires Training Outreach 126B
Making the Right to Communicate a Reality for Young Children With Multiple Disabilities: An Early Childhood Outreach Project 127A
The TRAC Outreach Project 127B
Teaching Research Integrated Preschool (TRIP) Model 128A
Preschool Inclusion Consortium: Training for Community-Based Preschool, Child Care, and Early Intervention Personnel 128B
A Family-Centered Approach to Integrated Intervention Serving Infants, Toddlers, and Preschool-Age Children Who Are Deaf or Hard of Hearing 129A
Project AHEAD Outreach (At Home & At Day Care) 129B
Outreach Services to Simulate Services for Infants, Toddlers, and Preschool-Age Children With Sensory Impairments and Additional Disabilities and Their Families 130A
Project VIISA Outreach 130B
National Replication Model for ECSE Program Development 131A
National TEEM Outreach: A Process for Systematic Transition Planning and Collaborative Decision Making for Young Children Entering Kindergarten and Other General Education Settings 131B
Caring for Infants and Toddlers With Disabilities (C-FIT): New Roles for Physicians 132A
Multicultural Early Childhood Team Training (MECTT): Outreach 132B
Special Care Outreach 133A
Trans/Team Outreach: An In-Service Model Replication Project 133B
Generative Empowerment of Early Educators to Engage in Continuous Program Renewal for Young Children With Disabilities: A Technology Supported Approach 134A
Mediated Learning Outreach Training: Promoting Developmentally Appropriate Practices in Inclusive Settings 134B
Pathways: Service Coordination Outreach Project 135A
Portage Project Model 135B

RESEARCH INSTITUTES

Early Childhood Research Institute for Culturally and Linguistically Appropriate Services (CLAS) 136A
Early Childhood Research Institute on Measuring Growth and Development 136B
Early Childhood Research Institute on Inclusion (ECRII) 137A
Early Childhood Research Institute on Increasing Learning Opportunities for Children Through Families 137B
Early Childhood Research Institute — Service Patterns and Utilization: A Collaborative and Systems-Based Investigation 138A
Early Childhood Follow-Through Research Institute 139A

TECHNICAL ASSISTANCE CENTER

National Early Childhood Technical Assistance System (NEC*TAS) 140A

Research Grants

ADVANCING AND IMPROVING THE RESEARCH KNOWLEDGE BASE

The Paraprofessional Role in Inclusion 147A1

FIELD-INITIATED RESEARCH

Specific Language Impairment: Language and Generalization 147A2
Social Relationship Development in Community Contexts for Young Children With Severe Disabilities 147A3
An Analysis of the Effectiveness of Staffing Patterns for Young Children Attending Natural Group Environments for Early Intervention 147A4
Accessibility to and Utilization of Intervention Services in the First 6 Years: A Longitudinal Study of African-American Families, Services, and Service Agencies 147B1
Studies of Infants and Toddlers Prenatally Exposed to Cocaine 147B2
Rethinking Social Interventions for Young Children With Autism 147B3
Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation 147B4
A Longitudinal Study of Risk and Protective Factors Affecting the Development of Children Prenatally Exposed to Illicit Drugs and Alcohol 148A1
Longitudinal Assessment of Emerging Behavior State Patterns Among Infants and Children With Severe and Profound Disabilities 148A2
The Development and Evaluation of an Early Intervention Program for Non-Readers and Non-Writers 148A3
Prenatal Cocaine Exposure and Social Development of Young Children: A Field-Initiated Research Project 148A4
A Longitudinal Study of Young Children With Fragile X Syndrome and Their Families 148B1
Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities 148B2
Age of Peers and Its Effects on the Social Interactions of Preschoolers With Disabilities 148B3
Elementary School and Boys With Fragile X Syndrome 148B4
Second Generation Research in Early Intervention: Long-Term Outcomes in Children and Their Families 149A1
Teaching Styles in Early Intervention Responsiveness and Directiveness 149A2
The Impact of Federal Policy and Resulting Legislation on Family Systems 149A3
Project VOCABULARY: Understanding Early Growth and Remediation Effects for Students With Disabilities or At Risk of Reading Failure 149A4
Validation and Field Trial of a Multiple Gating Approach to Preschool Screening for Behavior Problems 149B1
A Study of the Auditory Characteristics of Children With Autism 149B2
Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention 149B3
Promoting Attention, Literacy, and Socialization (PALS) Among Students With Emotional/Behavior Disorders 149B4
Early Intervention Benefit/Cost Longitudinal Study 150A1
A Longitudinal Follow-Up of Graduates From Two Contrasting Preschool Instructional Models: Phase 2 ..... 150A2
An Exceptional Analysis of Teacher/Parent Mediated Interventions for Preschoolers With Behavioral Problems 150A3

INITIAL CAREER AWARDS

Visual Involvement in Literacy: Reading and Discussing Books With 3- to 8-Year-Old Students Who Are Deaf and Hard of Hearing 150A4
Research on Treating Aggression in Young Children 150B1
Strategies for Promoting Social Relationships Between Young Children With and Without Disabilities 150B2
Maximizing Effective Teacher-Mediated Intervention in Inclusive Preschools Implementing Developmentally Appropriate Practice 150B3
Parent-Child Interaction Systems: A Long-Term Evaluation 150B4

Technical Support for the Department of Education's Effort for Translating Research Practice for Educating Individuals With Disabilities 151A1

POLICY AND PROGRAM EVALUATION

Technical Assistance in Data Analysis, Evaluation, and Report Preparation 151A2
Information Transfer 151A3

PREVENTING THE DEVELOPMENT OF SERIOUS EMOTIONAL DISTURBANCES AMONG CHILDREN AND YOUTH WITH EMOTIONAL AND BEHAVIORAL PROBLEMS GRANTS

Project Success: Preventing the Development of SED Among Children With Emotional and Behavioral Problems 151A4
Preventing the Development of Serious Emotional Disturbance among Children and Youth With Emotional and Behavioral Problems 151B1

PREVENTION OF READING DIFFICULTIES IN YOUNG CHILDREN RESEARCH GRANT

Committee on Prevention of Reading Difficulties in Young Children 151B2

SCHOOL-LINKED SERVICES TO SUPPORT BETTER OUTCOMES FOR CHILDREN WITH DISABILITIES

Evaluating School-linked Services for Children With Disabilities and Their Families 151B3
The CHILD Health Resource Partnership: Collaborative Health Interventions for Learners With Disabilities (CHILD) 151B4

SPECIAL STUDIES PROGRAM GRANT

Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers With Disabilities 152A1

STATE AGENCY/FEDERAL EVAULATION STUDIES GRANT

Evaluation of Part H Child Find 152A2

STUDENT-INITIATED RESEARCH GRANT

Early Identification of Children At Risk for Special Education Placement 152A3
Parent and Teacher Congruency on Variations of a Screening Instrument: An Examination ... 152A4
Teaching Literacy Skills to At-Risk and Learning Disabled Children: Writing Intervention With a Dialogue Journal Task 152B1
Mother-Child and Teacher-Child Play With Toddlers Prenatally Exposed to Cocaine 152B2
Inclusion of Students With Disabilities in Diverse Schools 152B3
Caregiver — Child Social Communicative Interactions 152B1
Examining Child Care Providers' Attitudes Toward Substance-Exposed Children and Their Families 153A1
The Role of Phonological Processing on the Success of Learning Phonological Awareness Skills in Children Identified as At Risk for Learning Disabilities 153A2
Parents' Involvement in Their Infants' and Toddlers' Assessment: An Experimental Scale to Demonstrate the Reliability and Validity of Parents' Ratings of Their Children's Development 153A3
The Effects of a Writing Intervention on the Development of Phonological Skills in Primary Grade Children With Learning and Reading Disabilities 153A4
A Study of Four African-American Families Reading to Their Young Deaf Children: A Longitudinal Study 153B1
Research on Behavioral Momentum With Preschool Children With Disabilities 153B2

TECHNOLOGY IN EDUCATION GRANTS

The Early Childhood Comprehensive Technology System (ECCTS) 153B3
Center for Special Education Finance 153B4
Preventing Early Reading Failure by Enhancing Classroom Technologies: An Analysis of Peer-Assisted Learning Strategies, Computer-Assisted Instruction, and Continuous Progress Monitoring in Primary General Education Classrooms 154A1
The Early Childhood Emergent Literacy Technology Project 154A2
PROJECT WRITE: Writing and Reading Instruction Through Technology and Educational Media and Materials 154A3

Video Feedforward to Promote Reading, Communication, and Effective Judgements by Young Children With Disabilities 154A4
Captioning Instructional Videos to Improve Literacy 154B1

Personnel Preparation Grants

INFANT/TODDLER PERSONNEL GRANTS

Training of Early Childhood Special Education Personnel and Minority Recruitment 155A1
Early Intervention Training Via Distance Delivery and Campus Experiences 155A2
EDUCATE: Extended Delivery of University Courses for Accessible Teacher Education 155A3
Advanced Certificate in Transdisciplinary Intervention (ACT-I) 155A4
Early Childhood Special Educator Program 155B1
Infant Specialist Training Program 155B2
Mentors in Early Childhood Special Education 155B3
Preparation for Multicultural Early Childhood Services 155B4
Preparing Early Intervention Specialists for Service in Hispanic Communities 155B5
Professional Preservice Personnel Preparation for Early Intervention Using the First Start Model 156A1
Social Inclusion Facilitator/Collaborator Training in Early Intervention 156A2
Preparation of Family-Center Early Education Specialists of Deaf Children 156A3
Recruiting and Training Minority Students in Speech-Language Pathology to Serve Infants-Toddlers-Preschoolers and Their Families 156A4
Shifting Paradigms in Clinical Training: Preparing the Early Childhood Educator to Facilitate Inclusion 156B1
Collaborative Personnel Preparation in Early Childhood Education and Intervention 156B2
Infant Intervention/Substance Exposed 156B3
Training Early Intervention and Preschool Personnel 156B4
Infant/Toddler Specialization: Rural Interdisciplinary Collaborative Services 157A1
Interdisciplinary Preservice Specialization Project: (IPSP) Training Early Intervention Personnel to Provide Part H Services 157A2
Idaho Preschool Speech-Language Pathologist (SLP) Project 157A3
Personnel for Integrated Early Childhood Environments 157A4
Dual Endorsement Training: Early Childhood Special Education and Pre-K/Kindergarten 157B1
ACCK Early Intervention Preservice Grant 157B2
Establishing A Blended Early Childhood and Early Childhood Special Education Undergraduate Program and Restructuring the Current Early Childhood Special Education Program 157B3
Preparation of Early Childhood Personnel 157B4
Family Specialization in Special Education 158A1
Hopkins Mentor Program: Early Intervention and Early Childhood Special Education Personnel Preparation 158A2
Partnership for Preparation of Early Intervention and Preschool Special Education Specialists . 158A3
Interdisciplinary Training in Special Needs: A Multicultural Emphasis 158A4
Language Intervention Training for Minority Speech-Language Pathologists Serving Infants, Toddlers, and Preschoolers 158B1
Training of Speech-Language Pathologists: Young Children of Diverse Cultural Backgrounds Who Are Living in Poverty 158B2
Extended Training for Early Intervention and Preschool Personnel 158B3
Preservice Training of M.A. Level Speech-Language Pathologists to Provide Appropriate Services to Minority Infants, Toddlers, and Their Families 158B4
Rural Early Intervention Training Program 159A1
Preparation of Rural Early Education Paraprofessionals (Project PREP) 159A2
Early Intervention: Recruiting Minorities/Preparing Paraprofessionals and Special Educators 159A3
Personnel Preparation: Early Childhood Special Education in Inclusive Settings 159A4
The Inclusive Early Childhood Teacher Education Project 159B1
Interdisciplinary Studies in Preschool Education and Development (ISPED): Personnel Preparation Project 159B2
Master's Program in Early Intervention and Family Support 159B3
Preparing Speech-Language Pathologists for Working with Infants, Preschoolers, and Their Families 159B4

Preparation of Early Intervention Personnel for Rural and Reservation Areas of North Dakota: Project PEIRR 160A1
Community-Based Interdisciplinary Team Training of Special Educators, Speech Language Pathologists and Audiologists for Early Intervention and Preschool Roles 160A2
Interdisciplinary Infant/Newborn Specialist Training Program 160A3
Personnel Preparation Early Childhood Special Education Ages 3-5 Itinerant Teacher Services 160A4
Training Personnel/Education of Preschoolers With Disabilities Program: A Collaborative Model of Personnel for Careers in Special Education 160B1
Training Students to Serve Preschool Children in a Collaborative Model 160B2
Interdisciplinary Early Intervention Master's Training Program 160B3
Rural Early Intervention Training Project (REITP) 160B4
Training Communication Specialists to Work With Infants and Young Children Who Are At-Risk and Disabled 161A1
Training Early Intervention School Psychologists 161A2
Early Childhood Speciality Certification for School Psychologists 161A3
Recruiting, Retaining, and Training Early Intervention Personnel From Minority Groups: An Experimental Early Childhood Undergraduate Training Program 161A4
Training of Paraprofessional to Work With Children Ages Birth to 5 and Their Families 161B1
Unified Preparation for Better Early Education Teachers (UPBEET) 161B2
A New Interdisciplinary Program to Prepare Undergraduate Students to Work as Early Intervention Specialists 161B3
Graduate Preparation for Personnel to Serve as Early Childhood Special Education Teachers with Emphasis on Retention/Recruitment, Full Qualifications, Rural Needs, Improving Services for Minority Children, and Training Minority Personnel 161B4
Inclusive Early Childhood Training 162A1
Preparation of Rural Personnel to Serve Young Children With Disabilities and Their Families: A Multi-University Consortium 162A2
Recruitment and Preparation of Personnel Qualified to Serve Young Children With Disabilities 162A3
Early Intervention Concentration at the Graduate Level to Retool Practicing Early Childhood Educators 162A4
Essential Early Education Reach Out Program 162B1
Preparation of Community Based Child Care Providers 162B2
Collaborative Roles and Responsibilities in Early Intervention/Education: Preparing Personnel for Urgent Challenges and Opportunities 162B3
Preparing Early Childhood Interventionists to Work With Special Infants and Toddlers and Their Families Including Minority Families 162B4
Preparing Personnel to Teach Young Children With Severe Disabilities in Integrated Preschool Classrooms 163A1
Infants, Toddlers, and Preschool Children Training Program 163A2
Preparing Early Intervention Personnel: A Distance Learning Model 163A3
Family-Centered, Interdisciplinary Training Program in Early Intervention 163A4
Training Teachers of Infants, Toddlers, and Preschoolers At High Risk or Disabled for Employment in Rural Areas 163B1
WEIPP: Wisconsin Early Intervention Preservice Project 163B2

LEADERSHIP PERSONNEL GRANTS

Post-Doctoral Training in Early Childhood Language: Applied Research and Applications to Practice 163B3
Early Childhood Special Education and Services Joint Doctoral Leadership Institute 163B4
Interdisciplinary Leadership Training Program 164A1
Childhood Hearing Impairment Program: A Ph.D. Training Program for Audiological Specialists in Hearing Impaired Infants, Toddlers, and Preschoolers 164A2
A Leadership Training Program to Prepare Doctoral-Level Psychologists for a Specialization in Services for Drug-Exposed Infants and Their Families 164A3
Spanning Boundaries: Doctoral Leadership Training in Early Intervention 164A4
Leadership 2000: A Unified Childhood and Early Childhood Special Education Doctoral Program 164B1
Leadership Personnel Preparation in Early Childhood Special Education 164B2

Doctoral Training Program in Families and Disability: Focusing on Transition, Goals 2000, and Multiculturalism in Preparing Special Education Leadership Personnel 164B3
Integrated Interdisciplinary Leadership Personnel Training for Early Childhood Language Intervention 164B4
Applied Leadership in Special Education Personnel 165A1
Interdisciplinary Personnel Leadership Training Program for Policy Development and Implementation 165A2
Interdisciplinary Training for Leadership in Serving Infants, Toddlers, and Preschoolers With Disabilities 165A3
Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program 165A4
Interdisciplinary Preparation of Leadership Personnel in Early Intervention and Prevention of Developmental Disabilities 165B1
Penn State Collaborative Leadership Program for Early Intervention 165B2
Doctoral Leadership Training in Early Childhood Special Education 165B3
Preparation of Leadership Personnel 165B4
A Program to Prepare Doctoral-Level Special Educators With an Early Childhood Emphasis Area 166A1

LOW INCIDENCE GRANTS

Project Hear: Preparation of Teachers to Work With Elementary, Preschool, Multiple Handicapped, or Bilingual Deaf or Hard of Hearing Children 166A2
Visually Impaired Personnel Preparation (VIPP) 166A3
Graduate Training of Personnel to Serve Infants and Young Children With Low-Incidence Disabilities 166A4
Masters Training Program in Traumatic Brain Injury, A Comprehensive Neurodevelopmental Perspective 166B1
The Preparation of Personnel to Teach Individuals With Severe Disabilities 166B2
The Preparation of Personnel to Teach Individuals With Visual Impairment 166B3
Training Personnel for the Education of Students With Visual Impairments and/or Deaf-Blind 166B4
Intermountain Hearing Impaired Partnership (I-HIP) 166B5
Project Deaf Education 167A1
Preparation of Early Intervention Specialists for Services to Children With Deafness and Hearing Loss and Their Families 167A2
Severe Disabilities — Early Intervention 167A3
Enhanced Training Program for Teachers of the Deaf 167A4

MINORITY INSTITUTIONS GRANTS

Interdisciplinary Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities 167B1
Training Interdisciplinary and Minority Educators for Early Childhood Special Education 167B2
Development of a Special Education Paraprofessional Preparation Program in a Tribal College Setting 167B3
VENTANAS: Opening Window of Opportunity for Young Children With Special Needs Through Expanded Training of Minority, Rural, and Other Educators 167B4
Medgar Evers College Special Education Teacher Training Program 168A1
Minority Personnel Preparation Project 168A2
Preparation of Personnel Qualified to Serve Young Children With Disabilities in Puerto Rico 168A3

PARENT TRAINING AND INFORMATION CENTERS (PTIS)

Special Education Action Committee, Incorporated (SEAC) 169A1
Alaska P.A.R.E.N.T.S. Incorporated 169A2
American Samoa Parent Network 169A3
Pilot Parent Partnerships, Inc. 169A4
Arkansas Disability Coalition 169A5
FOCUS, Inc. 169B1
Disability Rights Educational/Defense Fund 169B2
Exceptional Parents Unlimited 169B3
Matrix, A Parent Network and Research Center 169B4
Parents Helping Parents 169B4
Parents Helping Parents 170A1
TASK 170A2
TASK—San Diego 170A3
PEAK Parent Center, Incorporated 170A4
Connecticut Parent Advocacy Center CPAC) 170A5
PIC of Delaware, Incorporated 170A6
Family Network on Disabilities of Florida, Incorporated 170B1

Parents Education Parents—Georgia 170B2
AWARE/Learning Distance Association of Hawai'i (LDAH) 170B3
Idaho Parents Unlimited, Incorporated 170B4
Designs for Change 170B5
Family Resource Center on Disabilities 171A1
Family T.I.E.S. Network 171A2
National Center for Latinos with Disabilities 171A3
Indiana Resource Center for Families with A4 Special Needs (IN*SOURCE) 171A4
Iowa Pilot Parents 171A5
Families Together, Incorporated 171A6
Family Training and Information Center 171B1
Program of Families Helping Families of Greater New Orleans: Project PROMPT 171B2
Special-Needs Parent Information (SPIN) 171B3
Parents' Place of Maryland, Incorporated 171B4
Federation for Children with Special Needs 171B5
Citizens Alliance to Uphold Special Education 171B6
Parents are Experts: Parents Training Parents Project 172A1
PACER Center Incorporated 172A2
Parent Partners 172A3
Missouri Parents Act—MPACT 172A4
MPACT—Jefferson City 172A5
MPACT— Kansas City Office 172A6
MPACT— St. Louis Office 172B1
Parents Let's Unite for Kids (PLUK) 172B2
Nebraska Parents' Center 172B3
Nevada PEP 172B4
Parent Information Center 172B5
SPAN 172B6
EPICS Project 173A1
Parents Reaching Out (PRO) Project ADOBE 173A2
Advocates for Children of New York, Incorporated 173A3
Parent Network Center (PNC) 173A4
Resources for Children With Specials Needs 173A5
Exceptional Children's Assistance Center 173B1
Pathfinder Family Center 173B2
Child Advocacy Center 173B3
Ohio Coalition for the Education of Children with Disabilities (OCECD) 173B4
Parents Reaching Out in Oklahoma PRO-OK 173B5
Oregon COPE Project, Incorporated 174A1
Parent Education Network 174A2
Parents Union for Public Schools 174A3
Asociación de Padres Pro -Bienestar de Niños con Impedimentos de Puerto Rico, Incorporated 174A4
Rhode Island Parent Information Center (RIPIN) .. 174A5
PRO-PARENTS 174A6
South Dakota Parent Connection 174B1
Support and Training for Exceptional Parents (STEP) 174B2
Project PODER 174B3
PATH Project 174B4
Utah Parent Center (UPC) 174B5
Vermont Parent Information Center (VPIC) 175A1
Parent Education Advocacy Training Center (PEATC) 175A2
VI FIND 175A3
Specialized Training of Military Parents (STOMP) 175A4
Washington PAVE 175A5
West Virginia Parent Training and Information Project (WVPTI) 175B1
Parent Education Project of Wisconsin, Incorporated (PEP-WI) 175B2
Wyoming Parent Information Center (PIC) 175B3

PRESERVICE PERSONNEL TRAINING GRANTS

Alaska's Early Intervention Home-Based Personnel Preparation Program 176A1
Interprofessional Preservice Training for Careers in Early Education and Care Settings Serving Infants, Toddlers, and Preschoolers with Disabilities 176A2
Great Beginnings 176A3
Preservice Training of Pediatric Residents (Component 2) and Early Interventionists (Component 3) 176A4
CASEI Project: Consultation and Administration Specialists in Early Intervention 176B1
Distance Education in Assistive Technology for Speech Language Pathologists, Occupational Therapists, and Physical Therapists and Early Intervention and Preschool Personnel 176B2
Conceptualizers, Instructors, Listeners: Preparing Infant-Toddler Early Interventionists in North Carolina 176B3
Preparing Speech-Language Pathologists to Support Preschool Children With Communication Disorders in Their Transition to School 176B4

TOPS: Training Oklahoma Providers of Service: Special Education, Related Services, Early Intervention, and Preschool 177A1
Preparing Speech-Language Pathologists for Early Intervention: A Family-Centered, Interdisciplinary Approach 177A2
Preparation of Audiologists to Serve Infants, Toddlers, and Preschool-Age Children 177A3
Grant for Preservice Personnel Preparation for Careers in Special Education, Related Services — RCE & ECE Intervention and Preschool 177A4
Personnel Training in Pediatric Rural Rehabilitation 177B1
Preparing Special Educators with Expertise in Early Literacy Instruction: Translating Research Into Practice 177B2
Preparing Early Intervention Personnel: An Interdisciplinary Services Model 177B3

RELATED SERVICES PERSONNEL GRANTS

Southwestern Orientation and Mobility Preparation Program 177B4
Related Service Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities .. 178A1
Transdisciplinary, Interagency and Family Centered Model for Promoting Early Childhood Specialization in Psychology 178A2
School Psychologists in Early Childhood Services (SPECS) Training Project 178A3
University of Kansas School Psychology/Early Childhood Special Education Personnel Preparation Project 178A4
Wichita State University School of Psychology Early Intervention Project 178B1
Graduate Program in Infant/Young Child Mental Health for Related Services Personnel 178B2
Training School Psychologists to Work in Rural Areas to Facilitate Parent Involvement 178B3
Preparation of Physical Therapists for Public Schools and Early Intervention Programs 178B4
Advanced Training for Occupational Therapists To Provide Related Services To Infants and Toddlers and Their Families 179A1
Interdisciplinary Related Services Training: An Expanded Approach to Inclusive and Family-Centered Early Intervention 179A2
Preparation of Related Services Personnel: Preservice Training of Occupational Therapists to Provide Services to Children With Emotional and Behavioral Disorders 179A3
Preparation of Consultants to Serve Minority Preschool Children Through Teacher and Parent Consultees 179A4

SPECIAL EDUCATORS GRANTS

Preparation of Communication Disorder Specialists — Early Intervention With Children Birth to 5 ..... 179B1
Childhood Hearing Impairment Program: An M.A. Training Program for Audiological Specialists in Hearing Impaired Infants, Toddlers, and Preschoolers 179B2
Early Childhood Special Education Master's Degree/Endorsement 179B3
The University of Georgia Development and Behavior Disabilities Personnel Preparation Project 179B4
Specialized Training Program in Audiologic Aspects of Early Intervention 180A1
Preparing Early Childhood Educators as Specialists in Emotional and Behavioral Disorders 180A2
M.A. Communication Disorders Graduate Program 180A3
Training for Infant/Family Specialists for Infants/Toddlers at Multiple Risk for Disability 180A4
Master's Program in Early Childhood Special Education 180B1
Master's Program in Urban Early Childhood Special Education 180B2
An Interdisciplinary Approach to Training M.A. Level Speech-Language Pathologists to Work With Disabled Preschool Children 180B3
Special Physical Education Consulting Teacher in Rural America: Programmatic Improvements 180B4
Manhattan College Project in Adapted Physical Education 181A1
Professional Preparation in Adapted Physical Education: Early Childhood Emphasis 181A2
Preschool Speech-Language Pathology Personnel Preparation Grant 181A3
Family Centered Personnel Preparation: From Rhetoric to Reality 181A4

SPECIAL PROJECTS GRANTS

Preschool Integration Project: Development and Implementation of a Training Model for School District and Community Personnel 181B1

Training in Interdisciplinary Collaboration to Integrate Assistive Technology Across the Early Childhood Curriculum 181B2
CRAFT: Culturally Responsive and Family-Focused Training 181B3
Development, Field Test, and Evaluation of a CD-R Prototype for Nonaversive Behavior Intervention for Young Children 181B4
Na Lei Kamali'i (Special Young Child) 182A1
Project TRIAD: Relationships as the Foundation of Early Intervention Efficacy: A Curriculum to Assist Trainers of Early Intervention Personnel 182A2
Right From the Start: Partners in Education 182A3
Building Bridges: An Inservice Education Program for Speech-Language Pathologists, Audiologists, and Preschool Personnel 182A4
Project MEET: Innovative Models and Effective Educational Tools to Prepare Personnel to Serve Children With Severe Communication and Multiple Disabilities 182B1
Child Abuse Prevention: An Innovative Training Model for Early Childhood Professionals Working With Families At Risk for Maltreatment Who Have Children With Disabilities 182B2
Culture, Families, and Augmentative and Alternative Communication Impact: A Multimedia Instructional Program for Related Services Personnel and Family Members 182B3
Preservice Training for Early Childhood Special Education and Early Intervention Professionals 182B4
An Early Intervention Training Curriculum on Parent-Child Relationships 183A1
Interdisciplinary Training Model for Inclusion Specialists 183A2
Project COMP-CARE: Preparing Personnel to Create Competent and Caring Early Childhood Environments Responsive to Diversity in Special Projects Grant 183A3
Development and Evaluation of a Program to Teach Naturalistic Early Intervention Strategies to Personnel in Inclusive Environments 183A4

STATE EDUCATION AGENCY GRANT

State Education Agency Program 183B1

Index B

This index references project listings by state and, within state, by program category and type (EEPCD, Research Grants, and Personnel Preparation Grants). Within program category or type under each state, projects are organized alphabetically by title. Page references give the page number on which the project listing appears, its placement on the page (A = left column, B = right column) and, where appropriate, its sequence within the column (1, 2, 3, etc.).

ALABAMA

RESEARCH GRANTS

Early Identification of children At risk for Special Education Placement 152A3
Parent and Teacher Congruency on Variations of a Screening Instrument: An Examination ... 152A4

PERSONNEL PREPARATION GRANTS

Special Education Action Committee 169A1
Training of Early Childhood Special Education Personnel and Minority Recruitment 155A1

ALASKA

EEPCD

Alaska's Autism Intensive EI Project 85A

PERSONNEL PREPARATION GRANT

Alaska P.A.R.E.N.T.S., Inc. 169A2
Alaska's Early Intervention Home-Based Personnel Preparation Program 176A1
Early Intervention Training Via Distance Delivery and Campus Experiences 155A2

ARIZONA

RESEARCH GRANT

Specific Language Impairment: Language and Generalization 147A2

PERSONNEL PREPARATION GRANT

EDUCATE — Extended Delivery of University Courses for Accessible Teacher Education 155A3
Interprofessional Preservice Training for Careers in Early Education and Care Settings Serving Infants, Toddlers, and Preschoolers With Disabilities 176A2
Pilot Parent Partnerships, Inc. 169A4
Post-Doctoral Training in Early Childhood Language: Applied Research and Applications to Practice 163B3
Project HEAR: Preparation of Teachers to Work With Elementary, Preschool, Multiple Handicapped, or Bilingual D/HH Children 166A2
Southwestern Orientation and Mobility Preparation Program 177B4
Visually Impaired Personnel Preparation (VIPP) 166A3

ARKANSAS

PERSONNEL PREPARATION GRANTS

Arkansas Disability Coalition 169A5
FOCUS, Inc. 169B1

CALIFORNIA

EEPCD

A Family-Centered NICU Model 85B
Early Childhood Research Institute on Inclusion (ECRII) 137A
E.X.C.E.P.T.I.O.N.A.L. Challenge Project 111B

RESEARCH GRANTS

Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers With Disabilities 152A1
Teaching Literacy Skills to At-Risk and Learning Disabled Children: Writing Intervention With a Dialogue Journal Task 152B1

PERSONNEL PREPARATION GRANTS

Advanced Certificate in Transdisciplinary Intervention (Project ACT-I) 155A4
CRAFT: Culturally Responsive and Family-focused Training 181B3
Disability Rights Educational/Defense Fund 169B2

Early Childhood Special Education and Services Joint Doctoral Leadership Institute 163B4
Early Childhood Special Educator Program 155B1
Exceptional Parents Unlimited 169B3
Graduate Training of Personnel to Serve Infants and Young Children 166A4
Infant Specialist Training Program 155B2
Interdisciplinary Preparation to Serve Infants, Toddlers, and Preschoolers With Disabilities 167B1
Matrix, A Parent Network and Resource Center 169B4
Mentors in Early Childhood Special Education 155B3
Parents Helping Parents 169B4
Parents Helping Parents 170A1
Preparing Early Intervention Specialists for Service in Hispanic Communities 155B5
Preparation for Multicultural Early Childhood Services 155B4
TASK 170A2
TASK—(San Diego) 170A3

COLORADO

EEPCD

The Colorado Family Project 86A
Integrating Daily Activities 86B
LEAP Outreach 112B
Participate Outreach 113A
Project ACCESS: A Model for Transdisciplinary 87A
The Spectrum Project 112A
Western Regional Faculty Institute for Training (WRFIT) 113B

RESEARCH GRANTS

The Paraprofessional Role in Inclusion 147A1
Social Relationship Development in Community Contexts for Young Children With Severe Disabilities 147A3

PERSONNEL PREPARATION GRANTS

Great Beginnings 176A3
Interdisciplinary Leadership Training Program 164A1
PEAK Parent Center, Inc. 170A4
Professional Preservice Personnel Preparation for Early Intervention Using the First Start Model 156A1
Social Inclusion Facilitator/Collaborator Training in Early Intervention 156A2
Statewide Multicultural Family-Focused Training for Early Interventionists 163B1

CONNECTICUT

EEPCD

Early Childhood Collaborative Service Delivery Model 87B
Early Childhood Research Institute on Increasing Learning Opportunities for Children Through Families 137B
Niños Especiales Outreach Project for Preschool-Age Children 114A
Project STAIRS Outreach Project 118B

RESEARCH GRANTS

An Analysis of the Effectiveness of Staffing Patterns for Young Children Attending Natural Group Environments for Early Intervention 147A4

PERSONNEL PREPARATION GRANTS

Childhood Hearing Impairment Program: A Ph.D. Training Program for Audiological Specialists in Hearing Impaired Infants, Toddlers, and Preschoolers 179B2

Childhood Hearing Impairment Program: An M.A. Training Program for Audiological Specialists in Hearing Impaired Infants, Toddlers, and Preschoolers 164A2
Connecticut Parent Advocacy Center 170A5
Preservice Training of Pediatric Residents (Component 2) and Early Interventionists (Component 3) 176A4

DELAWARE

PERSONNEL PREPARATION GRANTS

PIC of Delaware, Inc. 170A6
Transdisciplinary, Interagency and Family-Centered Model for Promoting Early Childhood Specialization in Psychology 178A2

DISTRICT OF COLUMBIA

EEPCD

Access for All: Collaboration for Comprehensive Child Care for Deaf and Hearing Preschoolers and Their Families 114B
Developmental Access Through Primary Care: The DAP Care Model 88A

Project REALIGN 102B
Project TLC: Technology-Learning-Collaboration National Outreach Project 115A

RESEARCH GRANTS

Center for Special Education Finance 153B4
Committee on Prevention of Reading Difficulties in Young Children 151B2
Technical Support for the Department of Education's Effort for Translating Research Practice for Educating Individuals With Disabilities 151A1
Visual Involvement in Literacy: Reading and Discussing Books With 3- to 8-Year-Old Students Who Are Deaf and Hard of Hearing 150A4

PERSONNEL PREPARATION GRANTS

COPE Parent Training and Information Center 174A1
Master's Training Program in Traumatic Brain Injury: A Comprehensive Neurodevelopmental Perspective 166B1
Preparation of Family-Centered Early Education Specialists of Deaf Children 156A3
Recruiting and Training of Minority Students in Speech-Language Pathology to Serve Infants, Toddlers, and Preschoolers and Their Families 156A4
Shifting Paradigms in Clinical Training: Preparing the Early Childhood Educator to Facilitate Inclusion 156B1
Spanning Boundaries: Doctoral Leadership Training in Early Intervention 164A4

FLORIDA

EEPCD

Developmentally Appropriate Play-Based Early Intervention/Education for Young Children With Disabilities (Project Play) 88B
Individualized Support for Young Children With Severe Problems in Communication and Behavior 89A
Short- and Long-Term Solutions for Interdisciplinary Teaming and Inservice Training for Paraprofessionals 103A

RESEARCH GRANTS

Accessibility to and Utilization of Intervention Services in the First 6 Years: A Longitudinal Study of African-American Families and Services and Service Agencies 147B1
Evaluating School-Linked Services for Children With Disabilities and Their Families 151B3
Mother-Child and Teacher -Child Play With Toddlers Prenatally Exposed to Cocaine 152B2
Preventing Early Reading Failure by Enhancing Classroom Technologies: An Analyss of Peer-Assisted Learning Strategies, Computer-Assisted Instruction and Continuous Progress Monitoring in Primary General Education Classrooms 154A1
Project Success: Preventing the Development of SED Among Children With Emotional and Behavioral Problems 151A4
Studies of Infants and Toddlers Prenatally Exposed to Cocaine 147B2

PERSONNEL PREPARATION GRANTS

Collaborative Personnel Preparation in Early Childhood Education and Intervention 156B2
Early Childhood Special Education Master's Degree/Endorsement 179B3
Family Network on Disabilities of Florida, Inc. 170B1
Infant Intervention/Substance Exposed 156B3
Leadership Personnel Preparation in Early Childhood Special Education 164B2
Leadership 2000: A Unified Early Childhood and Early Childhood Special Education Doctoral Program 164B1
The Preparation of Personnel to Teach Individuals With Severe Disabilities 166B2
The Preparation of Personnel to Teach Individuals With Visual Impairment 166B3
Training Early Intervention and Preschool Personnel 156B4

GEORGIA

EEPCD

Circle of Inclusion Outreach Project: Inclusion for Young Children With Severe Disabilities in Community Programs 117B
A Model for Early Treatment of Toddlers With Autism 89B
Project TLC: Technology-Learning-Collaboration National Outreach Project 115A

RESEARCH GRANTS

Rethinking Social Interventions for Young Children With Autism 147B3

PERSONNEL PREPARATION GRANTS

Development, Field Test, and Evaluation of a CD-R Prototype for Nonaversive Behavior Intervention for Young Children 181B4
Infant Toddler Specialization: Rural Interdisciplinary Collaborative Services .....
Interdisciplinary Preservice Specialization Project: (IPSP) Training Early Intervention Personnel to provide part H Services 157A2
Parents Educating Parents — Georgia 170B2
The University of Georgia Development and behavior Disabilities Personnel Preparation Project 179B4
Training Personnel for the Education of Students With Visual Impairments and/or Deaf-Blind 166B4

HAWAI'I

EEPCD

Pacific Outreach Project to Provide and Improve Services for Culturally Diverse Children Ages Birth to 8 With Disabilities Using a Family-Centered Transdisciplinary Transagency Service 115B
Project Kako'o 90A

RESEARCH GRANTS

Evaluation of Part H Child Find 152A2
Na Lei Kamali'i (Special Young Child) 182A1

PERSONNEL PREPARATION GRANT

AWARE/Learning Disabilities Association of Hawai'i (LDAH) 170B3

IDAHO

EEPCD

Inservice Training Grant That Develops, Delivers, Evaluates, and Disseminates an Inservice Training Model for Teams of Collaborating Public School and Head Start Preschool Teachers 103B

RESEARCH GRANTS

Research on Treating Aggression in Young Children 150B1

PERSONNEL PREPARATION GRANT

Idaho Parents Unlimited, Inc. 170B4
Idaho Preschool Speech-Language Pathologist (SLP) Project 157A3
Intermountain Hearing Impaired Partnership (I-HIP) 166B5

ILLINOIS

EEPCD

The Early Childhood Interactive Technology Literacy Curriculum Project (ITLC) 90B
Early Childhood Research Institute for Culturally and Linguistically Appropriate Services (CLAS) 136A
Expressive Arts Project 91A
Family and Child Transitions Into Least Restrictive Environment (FACTS/LRE) 116A
PIWI Outreach: Facilitating Development Through Parent-Infant Play Groups 116B
SPARK! Creative Arts to Achieve IEP Goals and Promote Growth in Critical Areas of Development for Children Who Are African-American and Disabled 91B
TTAP Outreach: Technology Team Assessment Process 117A

RESEARCH GRANTS

The Early Childhood Comprehensive Technology System (ECCTS) 153B3
The Early Childhood Emergent Literacy Technology Project 154A2
Facilitation of Intersubjectivity to Remediate Language Delay of Preschool Children With Mental Retardation 147B4

PERSONNEL PREPARATION GRANTS

CASE I Project: Consultation and Administration Specialists in Early Intervention 176B1
Designs for Change 170B5
Family Resource Center on Disabilities 171A1
National Center for Latinos With Disabilities 171A3
Personnel for Integrated Early Childhood Environments (PIECE) 157A4
Project TRIAD: Relationships as the Foundation of Early Intervention Efficacy: A Curriculum to Assist Trainers of Early Intervention Personnel 182A2

INDIANA

PERSONNEL PREPARATION GRANT

Indiana Resource Center for Families with Special Needs IN*SOURCE 171A4

IOWA

EEPCD

Development, Testing, and Dissemination of Nonaversive Techniques For Working With Autism: Demonstration of a "Best Practices" Model for Parents and Teachers 92A

PERSONNEL PREPARATION GRANTS

Dual Endorsement Training: Early Childhood Special Education and Pre-K/ Kindergarten 157B1
Iowa Pilot Parents 171A5
School Psychologists in Early Childhood Services (SPECS) Training Project 178A3
Specialized Training Program in Audiologic Aspects of Early Intervention 180A1

KANSAS

EEPCD

Early Childhood Research Institute on Measuring Growth and Development 136B
Inclusion for young Children With Severe Disabilities in Community Programs 117B
Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments .. 118A
Project Stairs Outreach 118B

RESEARCH GRANTS

Longitudinal Assessment of Emerging Behavior State Patterns Among Infants and Children With Severe and Profound Disabilities 148A2
A Longitudinal Study of Risk and Protective Factors Affecting the Development of Children Prenatally Exposed to Illicit Drugs and Alcohol 148B1

PERSONNEL PREPARATION GRANTS

ACCK Early Intervention Preservice Grant 157B2
Doctoral Training Program in Families and Disability Focusing on Transition, Goals 2000, and Multiculturalism 164B3
Establishing a Blended Early Childhood Special Education Undergraduate Program and Restructuring theCurrent Early Childhood Special Education Program 157B3
Families Together Inc., ... 171A6
Integrated Interdisciplinary Leadership Personnel Training for Early Childhood Language Intervention 164B4
Project Deaf Education 167A1
Right From the Start: Partners in Education 182A3
Training Interdisciplinary and Minority Educators for Early Childhood Special Education 167B2
University of Kansas School Psychology/Early Childhood Special Education Personnel Preparation Project 178A4
Wichita State University School of Psychology Early Intervention Project 178B1

KENTUCKY

EEPCD

Project STEPS: National Outreach 119A
The RIDE Project (Reaching Individuals With Disabilities Early) 92B
Western Regional Faculty Institute for Training (WRFIT) 113B

PERSONNEL PREPARATION GRANTS

Family Training and Information Center 171B1
Preparation of Early Childhood Personnel .....
Preparing Early Childhood Educators as Specialists in Emotional and Behavioral Disorders 180A2

LOUISIANA

PERSONNEL PREPARATION GRANT

Program of Families Helping Families of Greater New Orleans:Project PROMPT 171B2

MAINE

PERSONNEL PREPARATION GRANTS

M.A. Communication Disorders Graduate Program 180A3
Special-Needs Parent Information Network (SPIN) 171B3

MARYLAND

EEPCD

Early Childhood Research Institute on Inclusion (ECRII) 137A

RESEARCH GRANTS

Technical Assistance in Data Analysis, Evaluation, and Report Preparation 151A2

PERSONNEL PREPARATION GRANTS

Applied Leadership in Special Education Personnel 165A1
Building Bridges: An Inservice Education Program for Speech-Language Pathologists, Audiologists, and Preschool Personnel 182A4
Family Specialization in Special Education 158A1
Graduate Program in Infant/Young Child Mental Health for Related Services Personnel 178B2
Hopkins Mentor Program: Early Intervention and Early Childhood Special Education Personnel Preparation 158A2
Master's Program in Early Childhood Special Education 180B1
Master's Program in Urban Early Childhood Special Education 180B2
Parent's Place of Maryland, Inc. 171B4
Partnership for Preparation of Early Intervention/ Preschool Special Education Specialists 167A2
Project MEET: Innovative Models and Effective Educational Tools to Prepare Personnel to Serve Children With Severe Communication and Multiple Disabilities 182B1
Training for Infant/Family Specialists for Infants/ Toddlers at Multiple Risk for Disability 180A4

MASSACHUSETTS

EEPCD

Earliest Intervention: Setting the Stage for Success 119B
Interagency Coordinating Council (ICC) Parent Training and Technical Assistance Project 104A
Project Child Care 2000— Enhanced Child Care Resource and Referral Services for Children With Low Incidence Disabilities 93A

RESEARCH GRANTS

Inclusion of Students With Disabilities in Diverse Schools 152B3

PERSONNEL PREPARATION GRANTS

Federation for Children With Special Needs 171B5
Interdisciplinary Training in Special Needs: A Multicultural Emphasis 158A4
Language Intervention Training for Minority Speech-Language Pathologists Serving Infants, Toddlers, and Preschoolers 158B1
Training of Speech-Language Pathologists: Young Children of Diverse Cultural Backgrounds Who Are Living in Poverty 158B2

MICHIGAN

RESEARCH GRANT

The Development and Evaluation of an Early Intervention Program for Non-Readers and Non-Writers 148A3

PERSONNEL PREPARATION GRANTS

Citizens Alliance to Uphold Special Education (CAUSE) 171B6
Parents Training Parents Project 172A1

MINNESOTA

EEPCD

Building Inclusion in the Early Childhood Classroom Through the Use of Cultural Sensitivity and the Use of Assistive Technology 93B
Early Childhood Research Institute on Measuring Growth and Development 136B
Project Dakota Outreach to Disseminate and Replicate Family-Centered, Community-Based Early Intervention Practices 120A
A Replication and Dissemination of a Technical Model to Prevent Challenging Behaviors in Young Children 120B

RESEARCH GRANTS

Center to Support the Achievement of World Class Outcomes for Students With Disabilities 157A4

Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities 167A3
Prenatal Cocaine Exposure and Social Development of Young Children: A Field Inititated Research Project 148A4

PERSONNEL PREPARATION GRANTS

Caregiver-Child Social Communicative Interactions 152B1
Child Abuse Prevention: An Innovative Training Model for Early Childhood Professionals Working With Families At Risk for Maltreatment Who Have Children With Disabilities 182B2
Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children With Severe Disabilities 148B2
PACER Center Inc. 172A2

MISSISSIPPI

EEPCD

A Mechanism to Utilize Integrated Early Intervention Teams for Infants and Toddlers With Multiple Disabilities 94A
Project COACH Outreach 121B

PERSONNEL PREPARATION GRANTS

Interdisciplinary Personnel Leadership Training Program for Policy Development and Implementation 165A2
Parent Partners 172A3

MISSOURI

PERSONNEL PREPARATION GRANTS

Culture, Families, and Augmentative and Alternative Communication Impact: A Multimedia Instructional Program for Related Services Personnel and Family Members 182B3
Extended Training for Early Intervention and Preschool Personnel 158B3
An Interdisciplinary Approach to Training M.A.-Level Speech-Language Pathologists to Work With Disabled Preschool Children 180B3
Missouri Parents Act - MPACT (Springfield) 172A4
MPACT (Jefferson City) 172A5
MPACT (Kansas City) 172A6
MPACT (St. Louis) 172B1
Preservice Training of M.A.-Level Speech-Language Pathologists to Provide Appropriate Services to Minority Infants, Toddlers, and Their Families 158B4

MONTANA

EEPCD

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children With Disabilities for Success in Early Elementary School 94B
Child Care Plus+: A Competency-Based Inservice Training Model to Strengthen the Role of the Early Childhood Paraprofessional as a Member of the Early Intervention Team 104B
Child Care Plus+: An Outreach Project Providing Training and Technical Assistance to Child Care and Preschool Programs 121A
Confluences Inservice Project: Collaborative Influences For Excellent Services ....
Co-TEACH Early Intervention Outreach Project 122A

PERSONNEL PREPARATION GRANTS

Development of a Special Education Paraprofessional Preparation Program in a Tribal College Setting 167B3
Parents, Let's Unite For Kids (PLUK) 172B2
Preservice Training for Early Childhood Special Education and Early Intervention Professionals 182B4
Rural Early Intervention Training Program 159A1

NEBRASKA

PERSONNEL PREPARATION GRANT

Nebraska Parents' Center 172B3

NEVADA

PERSONNEL PREPARATION GRANTS

Nevada PEP 172B4
Preparation of Rural Early Education Paraprofessionals (Project PREP) 159A2

NEW HAMPSHIRE

EEPCD

Beyond the Barriers: Enhancing Community Options for Families of Young Children 95A
Transitioning Young, Culturally Diverse Children With Disabilities into the General Education Setting 95B

PERSONNEL PREPARATION GRANTS

Parent Information Center 172B5
Special Physical Education Consulting Teacher in Rural America: Programmatic Improvements 180B3

NEW JERSEY

EEPCD

Enhancing Resilience and Adaptation: The E.R.A. Project 105B

PERSONNEL PREPARATION GRANT

Statewide Parent Advocacy Network, Inc. (SPAN) 172B6

NEW MEXICO

EEPCD

Project SELF (Supports for Early Learning Foundations) 96A
Project Ta-kós Outreach 122B
SEED Inclusion Training Project 106A

PERSONNEL PREPARATION GRANTS

Distance Education in Assistive Technology for Speech Language Pathologists, Occupational Therapists, and Physical Therapists and Early Intervention and Preschool Personnel 176B2
EPICS Project 173A1
Parents Reaching Out (PRO) Project ADOBE 173A2
Project COMP-CARE: Preparing Personnel to Create Competent and Caring Early Childhood Environments Responsive to Diversity in Children and Families 183A3
VENTANAS: Opening Windows of Opportunity for Young C/LD Children with Special Needs Through Expanded Training of Minority/Rural and Other Special Educators 167B4

NEW YORK

EEPCD

Let's Play! Project 96B

PERSONNEL PREPARATION GRANT

Early Intervention: Recruiting Minorities/Preparing Paraprofessionals and Special Educators 159A3
Manhattan College Project in Adapted Physical Education 181A1
Medgar Evers College Special Education Teacher Training Program 168A1
Minority Personnel Preparation Project 168A2
Parent Network Center (PNC) 173A4
Personnel Preparation: Early Childhood Special Education in Inclusive Settings 159A4
Professional Preparation in Adapted Physical Education: Early Childhood Emphasis 181A2
Resources for Children With Special Needs 173A5
Training School Psychologists to Work in Rural Areas to Facilitate Parent Involvement 178B3

NORTH CAROLINA

EEPCD

Building Community Resources Project 97A
Carolina Model Inservice Training Project 106B
Early Childhood Follow-Through Research Institute 139A
Early Childhood Research Institute on Inclusion (ECRII) 137A
Early Childhood Research Institute on Increasing Learning Opportunities for Children Through Families 137A
Early Childhood Research Institute: Service Patterns and Utilization A Collaborative and Systems-Based Investigation 138A
Family Enhancement Project 123A
Multiple Risk Associated With Prenatal HIV 97B
National Early Childhood Technical Assistance System (NEC*TAS) 140A
Project SEARCH — Systems Effects of the Acquisition of Response Contingent Human Behavior 123B
Project SUNRISE (Systematic Use of Newly Researched Interventions by Special Educators) 124A
SIFT-OUT: Training for Systems Change in Early Intervention 124B

RESEARCH GRANTS

Age of Peers and Its Effects on the Social Interactions of Preschoolers With Disabilities 148B3
Elementary School and Boys With Fragile X Syndrome 148B4
Examining Child Care Providers' Attitudes Toward Substance-Exposed Children and Their Families 153A1
Inservice Training for Child Care Personnel and Early Intervention Professionals in Early Education 107B
Project WRITE: Writing and Reading Instruction Through Technology, Educational Media and Materials 154A3
Second Generation Research in early Intervention: Long-Term Outcomes in Children and Their Families 149A1
Teaching Styles in Early Intervention Responsiveness and Directiveness 149A2

PERSONNEL PREPARATION GRANTS

Conceptualizers, Instructors, Listeners: Preparing infant-toddler Early Interventionists in North Carolina 176B3
Exceptional Children's Assistance Center 173B1
Interdisciplinary Studies in Preschool Education and Development (ISPED): Personnel Preparation Project 159B2
Master's Program in Early Intervention and Family Support 159B3
Preparing Speech-Language Pathologists for Working With Infants, Preschoolers, and Their Families 159B4

NORTH DAKOTA

PERSONNEL PREPARATION GRANTS

Pathfinder Family Center 173B2
Preparation of Early Intervention Personnel for Rural and Reservation Areas of North Dakota: Project PEIRR 160A1

OHIO

EEPCD

Collaborative Inservice Training: Applying Developmentally Appropriate Practice, Recommended Practice, and Family-Centered Services to Early Childhood and Early Childhood Special Education Programs 107A
COACT Team Training Outreach 125A
Developmentally Appropriate Practices for Preschool Children With Disabilities 98A
Inservice Training for Child Care Personnel and Early Intervention Professionals in Early Eduction 107B
Using Innovative Technologies With Children With Disabilities in Developmentally Appropriate Practice Preschool Programs 98B

PERSONNEL PREPARATION GRANTS

Child Advocacy Center 173B3
Community-Based, Interdisciplinary Team Training of Special Educators, Speech-Language Pathologists, and Audiologists 160A2
Interdisciplinary Infant/Newborn Specialist Training Program 160A3
Interdisciplinary Training for Leadership in Serving Infants, Toddlers and Preschoolers With Disabilities 165A3
Ohio Coalition for the Education of Children With Disabilities (OCECD) 173B4
Personnel Preparation Early Childhood Special Education Ages 3–5 Itinerant Teacher Services 160A4
Preparation of Early Intervention Specialists for Services to Children With Deafness and Hearing loss and Their Families 167A2
Severe Disabilities-Early Intervention 167A3
Training Personnel/Education of Preschoolers With Disabilities Program: A Collaborative Model of Training Personnel for Careers in Special Education 160B1
Training Students to Serve Preschool Children in a Collaborative Model 160B2

OKLAHOMA

RESEARCH GRANTS

The Impact of Federal Policy and Resulting Legislation on Family Systems 149A3

PERSONNEL PREPARATION GRANTS

Parents Reaching Out in Oklahoma (PRO-OK Project) 173B5
Preparation of Physical Therapists for Public Schools and Early Intervention Programs 178B4
TOPS: Training Oklahoma Providers of Service: Special Education, Related Services, Early Intervention, and Preschool 177A1

OREGON

EEPCD

The Core Competency Project: A Statewide Systems Approach to the Inservice Preparation of EI/ECSE Personnel 108A
Creating Systems Change to Improve Services to Young Children With Disabilities: An Outreach Project 125B
Early Childhood Research Institute on Measuring Growth and Development 136B
Functional Problem Solving Skills for Children With Pervasive Developmental Disorders 99A
The Family Consultant Training Model 126A
Infant Child Monitoring Questionnaires Training Outreach 126B
Making the Right to Communicate a Reality for Young Children With Multiple Disabilities 127A
TRAC Outreach Project 127B
Serving Young Children With ADHD: A Management and Prevention Program (MAP) 108B
Teaching Research Integrated Preschool (TRIP) Model 128A

RESEARCH GRANTS

Project VOCABULARY: Understanding Early Growth and Remediation Effects for Students With Disabilities or At Risk of Reading Failure 149A4
The Role of Phonocological Processing on the Success of Learning Phonological Awareness Skills in Children identified as At Risk for Learning Disabilities 153A2
Validation and Field Trial of a Multiple Gating Approach to Preschool Screening for Behavior Problems 149B1

PERSONNEL PREPARATION GRANTS

Interdisciplinary Early Intervention/Early Childhood Special Education Leadership Program 160B3
Interdisciplinary Early Intervention Master's Training Program 160B4
Oregon COPE Project, Inc. 174A1
Rural Early Intervention Training Project (REITP) 160B4
Training Communication Specialists to Work With Infants and Young Children Who Are At-Risk and Disabled 161A1
Training Early Intervention School Psychologists 161A2

PENNSYLVANIA

EEPCD

Building Community Supports: A Family-Centered Preschool 99B
Philadelphia Family Network 109A
Preschool Inclusion Consortium: Training for Community-Based Preschool, Child Care, and Early Intervention Personnel 128B

RESEARCH GRANTS

The CHILD Health Resource Partnership: Collaborative Health Interventions for Learners with Disabilities (CHILD) 151B4
The Effects of a Writing Intervention on the Development of Phonological Skills in Primary Grade Children With Learning and Reading Disabilities 153A4
Parents' Involvement in Their Infants' Experimental Scale to Demonstrate the Reliability and Validity of Parents' Ratings of Their Children's Development 153A3

PERSONNEL PREPARATION GRANTS

Advanced Training for Occupational Therapists to Provide Early Intervention to Infants and Toddlers and Their Families 179A1
Early Childhood Specialty Certification for School Psychologists 161A3
Enhanced Training Program for Teachers of the Deaf 167A4
Grants for Preservice Personnel Training: Training Early Interventionists in Low-Incidence Disabilities 177A4
Interdisciplinary Preparation of Leadership Personnel in Early Intervention and Prevention of Developmental Disabilities 167B1
Parent Education Network (PEN) 174A2
Parents Union for Public Schools in Philadelphia, Inc. 174A3
Penn State Collaborative Leadership Program for Early Intervention 165B2
Recruiting, Retaining, and Training Early Intervention Personnel From Minority Groups: An Experimental Early Childhood Undergraduate Training Program 161A4
Training of Paraprofessionals to Work With Children Ages Birth to 5 and Their Families 161B1
Unified Preparation for Better Early Education Teachers (UPBEET) 161B2

PUERTO RICO

PERSONNEL PREPARATION GRANTS

Asociación de Padres pro Bienestar de Niños con Impedimentos de Puerto Rico, Inc. 174A
Preparation of Personnel Qualified to Serve Young Children With Disabilities in Puerto Rico 168A3

RHODE ISLAND

EEPCD

Early Childhood Research Institute: Service Patterns and Utilization A Collaborative and Systems-Based Investigation 138A

PERSONNEL PREPARATION GRANT

Rhode Island Parent Information Network, Inc. (RIPIN) 174A5

SOUTH CAROLINA

PERSONNEL PREPARATION GRANTS

Preparing Special Educators With Expertise in Early Literacy Instruction: Translating Research Into Practice 177B2
Preparing Speech-Language Pathologists for Early Intervention: A Family-Centered Interdisciplinary Approach 177A2
PRO-PARENTS 174A6

SOUTH DAKOTA

PERSONNEL PREPARATION GRANT

South Dakota Parent Connection 174B1

TENNESSEE

EEPCD

Early Childhood Research Institute on Inclusion (ECRII) 137A
Project TIES: Toward Inclusion in Early Education 100A

RESEARCH GRANTS

Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention 149B3
Promoting Attention, Literacy, and Socialization (PALS) Among Students With Emotional/ Behavior Disorders 149B4
Strategies for Promoting Social Relationships Between Young Children With and Without Disabilities 150B2
A Study of the Auditory Characteristics of Children With Autism 149B2

PERSONNEL PREPARATION GRANTS

Doctoral Leadership Training in Early Childhood Special Education 165B3
Preparation of Audiologists to Serve Infants, Toddlers, and Preschool Age Children 177A3
Support and Training for Exceptional Parents (STEP) 174B2

TEXAS

RESEARCH GRANTS

A Study of Four African-American Families Reading to Their Young Deaf Children: A Longitudinal Study 153B1

PERSONNEL PREPARATION GRANTS

Graduate Preparation for Personnel to Serve as Early Childhood Special Education Teachers With Emphasis on Retention/ Recruitment, Full Qualifications, Rural Needs, Improving Services for Minority Children, and Training Minority Personnel 161B4
Grant for Preservice Personnel Preparation, Related Services --RCE and ECE Intervention and Preschool 177A4
Inclusive Early Childhood Training 162A1
A New Interdisciplinary Program to Prepare Undergraduate Students to Work as Early Intervention Specialists 161B3
Partners Resource Network, Inc. (PATH) 174B4
Personnel Training in Pediatric Rural Rehabilitation 177B1
Preparation of Leadership Personnel 165B4
Project PODER 174B3

UTAH

EEPCD

A Family-Centered Approach to Integrated Intervention Serving Infants, Toddlers, and Preschool Age Children Who Are Deaf 129A
Outreach Services to Simulate Services for Infants, Toddlers, and Preschool-Age Children With Sensory Impairments and Additional Disabilities and Their Families 130A
Project VIISA Outreach 130B
Project AHEAD (At Home and At Daycare) 129B

Providing Accessible Statewide Training for Practicing Paraprofessionals Working with Infants, Toddlers, and Preschoolers Who Are Deaf or Hard of Hearing and Their Families 109B

RESEARCH GRANTS

Early Intervention Benefit/Cost Longitudinal Study 150A1
Maximizing Effective Teacher-Mediated Intervention in Inclusive Preschools Implementing Developmentally Appropriate Practice 150B3
Parent-Child Interaction Systems: A Long-Term Evaluation 150B4
Research on Behavioral Momentum With Preschool Children With Disabilities 153B2

PERSONNEL PREPARATION GRANTS

Development and Evaluation of a Program to Teach Naturalistic Early Intervention Strategies to Personnel in Inclusive Environments 183A4
Preparation of Rural Personnel to Serve Young Children With Disabilities and Their Families: A Multi-University Consortium 162A2
Recruitment and Preparation of Personnel Qualified to Serve Young Children With Disabilities 162A3
Utah Parent Center (UPC) 174B5

VERMONT

EEPCD

Creating Quality Home Care Environments for Young Children With Disabilities 110A
National Replication Model for ECSE Program Development 131A
National TEEM Outreach: A Process for Systematic Transition Planning and Collaborative Decision Making for Young Children Entering Kindergarten and Other General Education Settings 131B

RESEARCH GRANTS

Preventing the Development of Serious Emotional Disturbance Among Children and Youth With Emotional and Behavioral Problems 151B1

PERSONNEL PREPARATION GRANTS

Early Intervention Concentration at the Graduate Level to Retool Practicing Early Childhood Educators 162A4
Essential Early Education Reach Out Program 162B1
Preparation of Community-Based Child Care Providers 162B2
Vermont Parent Information Center (VPIC) 175A1

VIRGIN ISLANDS

PERSONNEL PREPARATION GRANT

Virgin Island Family Information Network on Disabilities (V.I. FIND) St. Thomas 175A3

VIRGINIA

EEPCD

Caring for Infants and Toddlers With Disabilities: New Roles for Physicians (C-FIT) 132A
Early Childhood Research Institute for Culturally and Linguistically Appropriate Services (CLAS) 136A
Multicultural Early Childhood Team Training: Outreach 132B
PARTners Plus — A Model of Respite Care Designed, Implemented, and Evaluated by Families 100B
SpecialCare Outreach 133A
Trans/Team Outreach: An In-Service Model Replication Project 133B

RESEARCH GRANTS

Captioning Instructional Videos to Improve Literacy 154B1
Information Transfer 151A3

PERSONNEL PREPARATION GRANTS

Collaborative Roles and Responsibilities in Early Intervention/Education: Preparing Personnel for Urgent Challenges and Opportunities 162B3
An Early Intervention Training Curriculum on Parent-child Relationships 183A1
Family-Centered Personnel Preparation: From Rhetoric to Reality 181A4
Interdisciplinary Related Services Training: An Expanded Approach to Inclusive and Family-Centered Early Intervention 179A2
Parent Education Advocacy Training Center (PEATC) 175A2

WASHINGTON

EEPCD

Early Childhood Research Institute on Inclusion (ECRII) 137A
Generative Empowerment of Early Educators to Engage in Continuous Program Renewal for Young Children With Disabilities: A Technology Supported Approach 134A
Inservice Training for Staff Serving Young Children With Disabilities and Limited English Proficiency: Constructive Interaction Around Books and Play 110B
Mediated Learning Outreach Training: Promoting Developmentally Appropriate Practices in Inclusive Settings 134B
Project SIT-UPS: Sensory Impairment Training to Upgrade Professionals' Skills 111A
Supporting Literacy Development in Young Children With Disabilities: A Comprehensive Interactive Emergent Literacy Curriculum for Preschoolers 101A
Supporting Neurobehavioral Organizational Development in Infants With Disabilities: The Neurobehavioral Curriculum for Early Intervention 101B

RESEARCH GRANTS

A Longitudinal Follow-Up of Graduates From Two Contrasting Preschool Instructional Models: Phase 2 ..... 150A2

PERSONNEL PREPARATION GRANTS

Preparing Early Childhood Interventionists to Work With Special Infants and Toddlers and Their Families Including Minority Families 162B4
Preparing Personnel to Teach Young Children With Severe Disabilities in Integrated Preschool Classrooms 163A1
Special Training of Military Parents (STOMP) 174B2
Washington PAVE (Parents Advocating Vocational Education) 175A5

WEST VIRGINIA

PERSONNEL PREPARATION GRANTS

Infants, Toddlers, and Preschool Children Training Program 163A2
Preparing Early Intervention Personnel: A Distance Learning Model 163A3
Preparing Early Intervention Personnel: An Interdisciplinary Service Model 177B3
West Virginia Parent Training and Information Project 175B1

WISCONSIN

EEPCD

Early Childhood Research Institute for Culturally and Linguistically Appropriate Services (CLAS) 136A
Pathways: Service Coordination Outreach Project 135A
Portage Project Demonstration Model 135B
Portage Project Outreach: Family-Centered Intervention 135B

RESEARCH GRANT

An Exceptional Analysis of Teacher/Parent Mediated Interventions for Preschoolers With Behavioral Problems 150A3

PERSONNEL PREPARATION GRANTS

Family-Centered, Interdisciplinary Training Project for Early Intervention 183A2
Interdisciplinary Training Model for Inclusion Specialists 183A2
Parent Education Project of Wisconsin, Inc. (PEP-WI) 175B2
Preparation of Consultants to Serve Minority Preschool Children Through Teacher and Parent Consultees 179A4
Training Teachers of Infants, Toddlers, and Preschoolers at High Risk or Disabled for Employment in Rural Areas 163B1
WEIPP: Wisconsin Early Intervention Preservice Project 163B2

WYOMING

PERSONNEL PREPARATION GRANT

Wyoming Parent Information Center (PIC) 175B3

National Early Childhood Technical Assistance System

a program of the Frank Porter Graham Child Development Center at the University of North Carolina at Chapel Hill

500 NationsBank Plaza, 137 East Franklin Street, Chapel Hill, NC 27514
(919) 962-2001 (voice); (919) 966-4041 (TDD)
Fax: (919) 966-7463
E-mail: nectasta.nectas@mhs.unc.edu
World Wide Web: http://www.nectas.unc.edu